

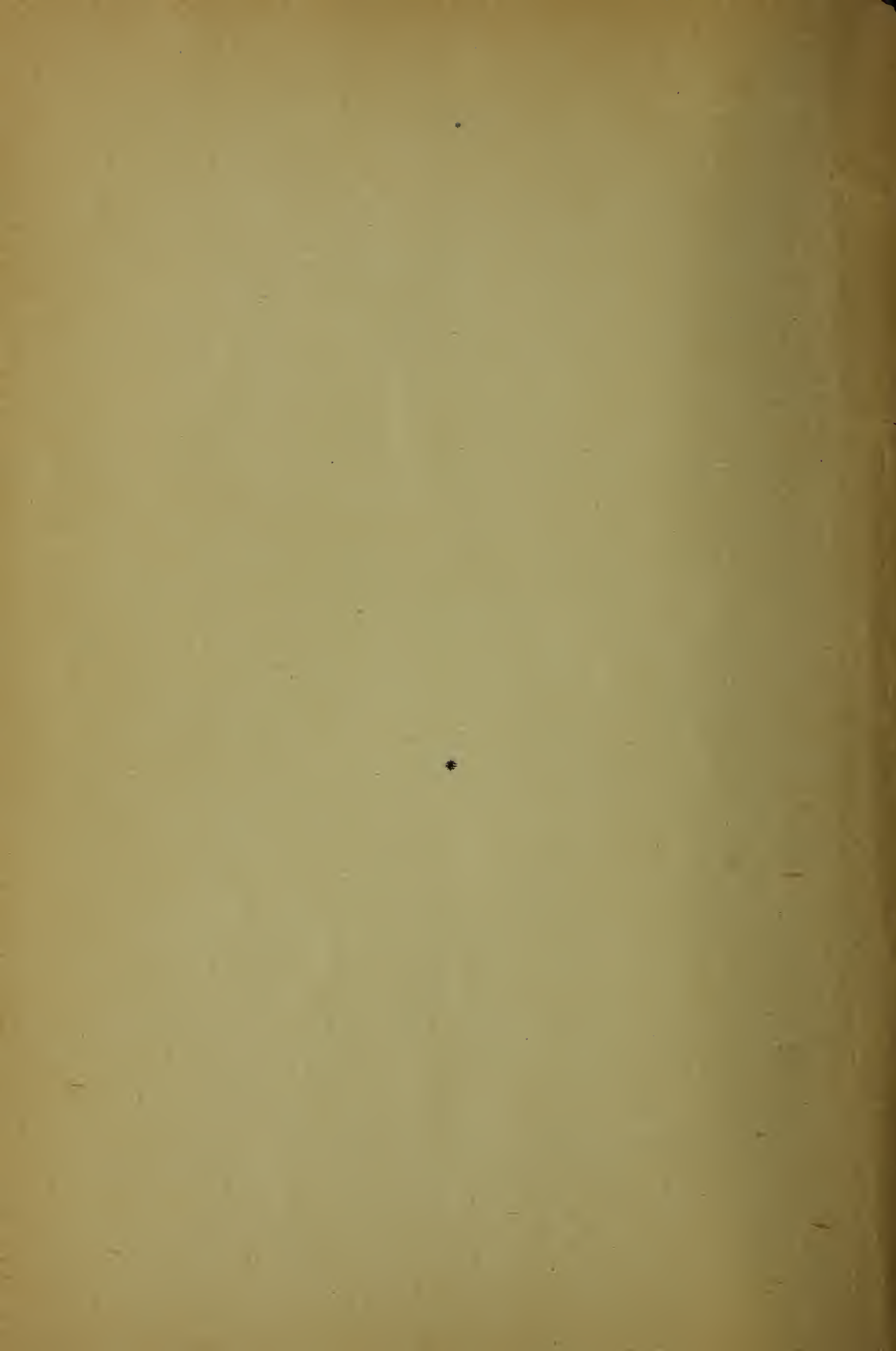
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CATALOGUE  
OF  
Ricker Classical Institute,  
HOULTON, MAINE.  
1890-91.

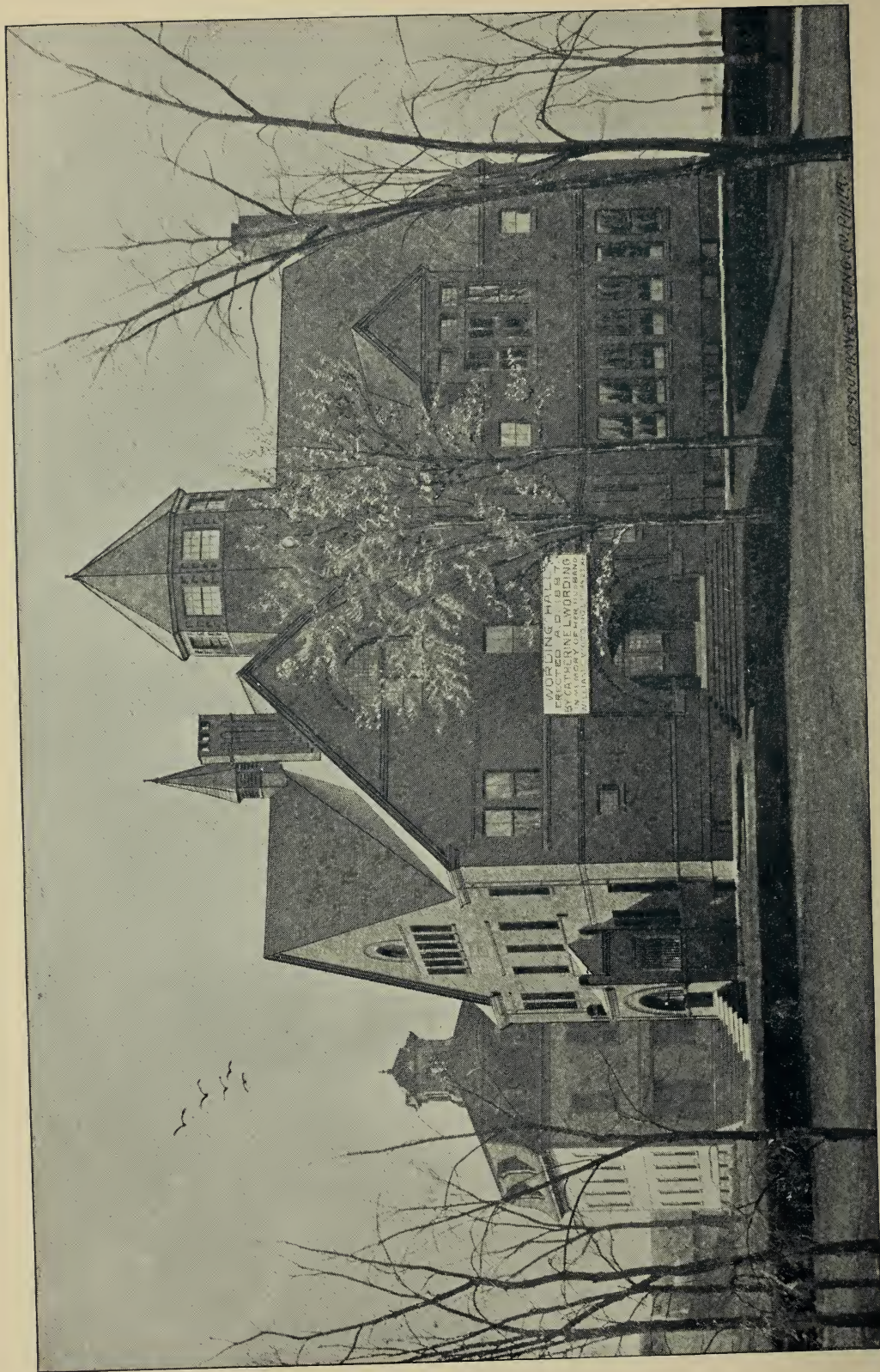
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RICKER CLASSICAL INSTITUTE.

FORTY-SECOND ANNUAL

CATALOGUE

OF THE

OFFICERS AND STUDENTS

OF

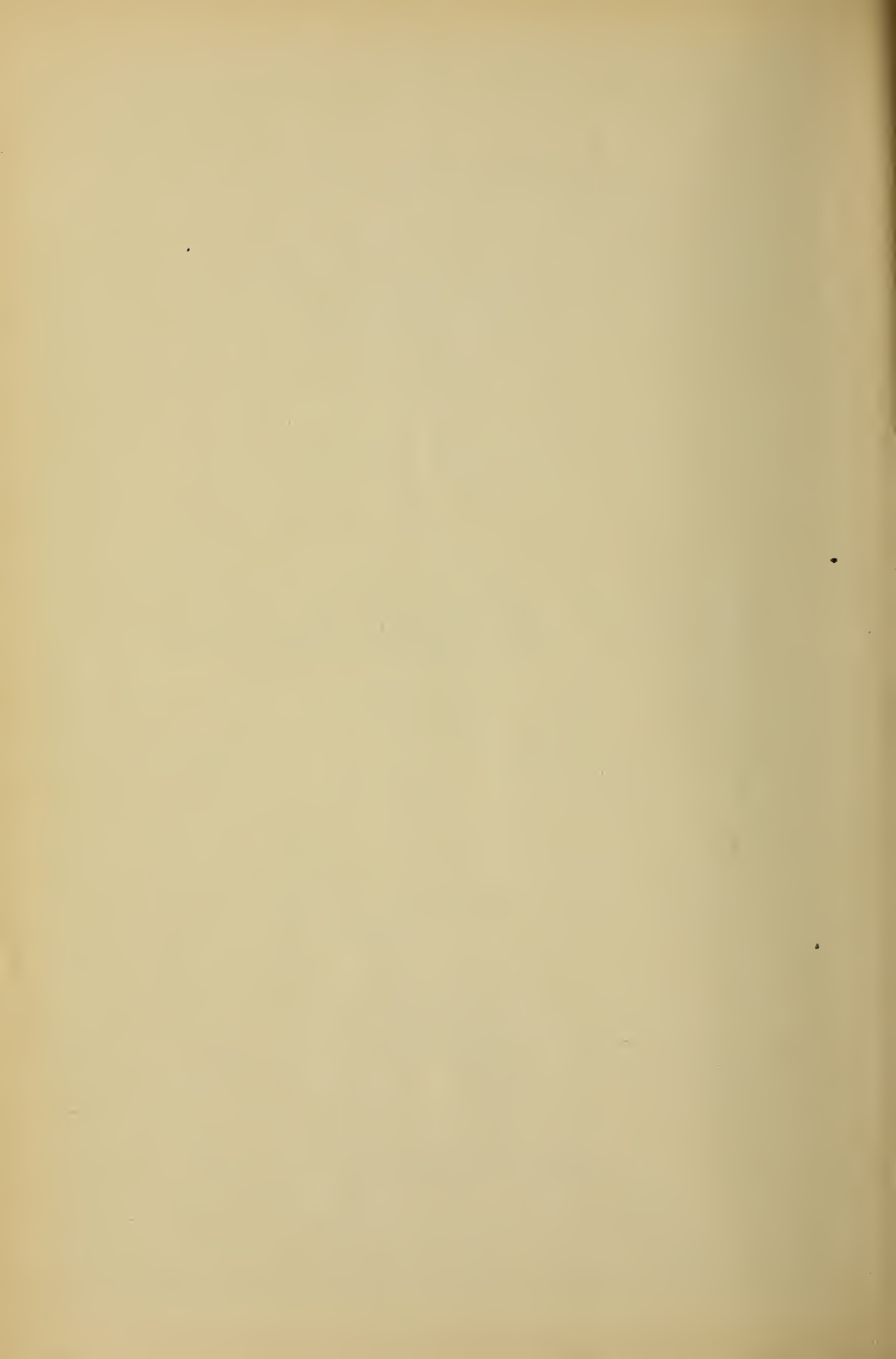
Ricker Classical Institute

HOULTON, ME.

1890-91.

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MISS ALICE SWIFT,  
MODEL SCHOOL.

---

CHARLES S. ESTES,  
LIBRARIAN.

# STUDENTS.

---

## GRADUATING CLASS OF 1890.

---

### College Course.

|                      |          |
|----------------------|----------|
| Greene, William E.,  | Linneus. |
| Kinney, Theodore H., | Houlton. |

### Academic Course.

|                    |          |
|--------------------|----------|
| Barnes, Clara,     | Houlton. |
| Bussey, Nellie C., | Houlton. |

### English Course.

|                        |          |
|------------------------|----------|
| Mansur, Raymond P.,    | Houlton. |
| Philbrick, Merchie E., | Houlton. |
| Chambers, Mabel V.,    | Houlton. |
| Griffin, Abbie I.,     | Houlton. |
| Jackins, Carrie M.,    | Hodgdon. |
| Hussey, June A.,       | Houlton. |
| Macdonald, Flora B.,   | Houlton. |
| Mulherrin, Louise T.,  | Houlton. |
| Nye, Mattie A.,        | Houlton. |
| White, Hortense R.,    | Houlton. |

COLLEGE COURSE.

---

## Senior Class.

|                      |          |
|----------------------|----------|
| Bradbury, Fred T.,   | Houlton. |
| Churchill, Allen L., | Houlton. |
| Doherty, Thomas V.,  | Houlton. |
| Hanson, Stephen H.,  | Houlton. |
| Hovey, James F.,     | Houlton. |
| Ward, Parker M.,     | Houlton. |
| McKay, Katie W.,     | Houlton. |
| Merritt, Susie W.,   | Houlton. |

## Sub-Senior Class.

|                         |             |
|-------------------------|-------------|
| Drew, Harry A.,         | Smyrna.     |
| Price, Arthur W.,       | Moro.       |
| Putnam, Harry H.,       | Danforth.   |
| Sutherland, William K., | Houlton.    |
| Wiley, Edgar,           | Littleton.  |
| Wright, Charles O.,     | Littleton.  |
| Archibald, Edith M.,    | Monticello. |

## Junior Class.

|                         |           |
|-------------------------|-----------|
| Hume, Charles G.,       | Houlton.  |
| McGlaulin, Clifford E., | Mapleton. |
| Mansur, Fred,           | Houlton.  |
| Noble, Ernest E.,       | Blaine.   |
| Pierce, Howard,         | Blaine.   |
| Strickland, Alfred H.,  | Houlton.  |
| Seeley, Merchie A.,     | Houlton.  |
| Titcomb, Walter F.,     | Houlton.  |

## ACADEMIC COURSE.

---

### Senior Class.

None.

### Sub-Senior Class.

Chadwick, Lena G., Houlton.

### Junior Class.

Dougherty, Mabel A., Houlton.

Witham, Grace M., Houlton.

### Sub-Junior Class.

Cassidy, Ella M., Houlton.

Chadwick, Vesta E., Houlton.

Mansur, Lura S., Houlton.

Smith, Lizzie M., Houlton.

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## ENGLISH COURSE.

---

### Senior Class.

Garrison, Harry B., Houlton.

Kidder, Elbridge H., Houlton.

Orcutt, George S., Ashland.

Sleeper, Edward A., Houlton.

Taber, George H., Houlton.

Buchanan, Mary W., Houlton.

Clough, Bertie A., Houlton.

Donovan, Elizabeth, Houlton.

Donovan, Mariana, Houlton.

Haskell, Annie M., Houlton.

Hogan, Lizzie C., Houlton.

Hogan, Carrie M., Houlton.

|                     |          |
|---------------------|----------|
| Lougee, Lillian,    | Houlton. |
| Porter, M. Annie,   | Houlton. |
| Putnam, Alice L.,   | Houlton. |
| Smith, Idella E.,   | Houlton. |
| Stevens, Marion G., | Caribou. |
| Wiggin, Maud M.,    | Hodgdon. |

Sub-Senior Class.

|                         |                  |
|-------------------------|------------------|
| Betts, Albion G.,       | Houlton.         |
| Danforth, Albion G.,    | Carroll.         |
| Hutchinson, Alpheus A., | Houlton.         |
| Kennedy, George S.,     | Eel River, N. B. |
| Macdonald, Robert D.,   | Houlton.         |
| McCready, Robert H.,    | Houlton.         |
| McIlroy, Howard D.,     | Houlton.         |
| Attridge, Maggie E.,    | Houlton.         |
| Barker, Georgia A.,     | Houlton.         |
| Burnham, Maria A.,      | Houlton.         |
| Downes, Belle B.,       | Houlton.         |
| Foote, Ada M.,          | Washburn.        |
| Foote, Bertha,          | Washburn.        |
| Miller, Hortense J.,    | Houlton.         |
| Porter, Sally C.,       | Houlton.         |
| Stewart, Ava,           | Hodgdon.         |
| Thomas, Fannie L.,      | Houlton.         |
| Tracey, Alice M.,       | Richmond, N. B.  |
| Wilson, Eva A.,         | Houlton.         |

Junior Class.

|                    |            |
|--------------------|------------|
| Belyea, Samuel R., | Littleton. |
| Bliss, Charles P., | Linneus.   |
| Chase, Edwin L.,   | Rockabema. |
| McGinley, Guy E.,  | Houlton.   |
| Minard, George C., | Houlton.   |
| Perkins, Guy S.,   | Houlton.   |

|                       |             |
|-----------------------|-------------|
| Potter, James M.,     | Monticello. |
| Stephenson, John E.,  | Houlton.    |
| Wallace, Ireton E.,   | Houlton.    |
| Alexander, Clara S.,  | Linneus.    |
| Astle, Effie E.,      | Houlton.    |
| Buchanan, Katie,      | Houlton.    |
| Davenport, Lottie E., | Houlton.    |
| Dougherty, Maud A.,   | Houlton.    |
| Garrison, Annie,      | Houlton.    |
| Heal, Hattie M.,      | Weston.     |
| Hogan, Martha L.,     | Houlton.    |
| Kidder, Donnie H.,    | Houlton.    |
| Mansur, Cora M.,      | Houlton.    |
| Merritt, Hattie A.,   | Houlton.    |
| Moore, Willa G.,      | Houlton.    |
| Mulherrin, Fannie G., | Houlton.    |
| Porter, Cora S.,      | Houlton.    |
| Wilson, Stella M.,    | Houlton.    |
| Yerxa, Emma A.,       | Houlton.    |

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## NORMAL COURSE.

---

### Senior Class.

None.

### Sub-Senior Class.

|                        |               |
|------------------------|---------------|
| Lewin, Spurgeon W.,    | Benton, N. B. |
| Smith, Alexander, Jr., | Amity.        |
| Vail, Andrew J.,       | Ludlow.       |
| Knowlen, Mattie E.,    | Masardis.     |
| Pennington, Annie,     | Houlton.      |

Junior Class.

|                        |               |
|------------------------|---------------|
| Berry, Leonard P.,     | Hodgdon.      |
| Ireland, Arthur L.,    | Dover.        |
| Archibald, Maggie C.,  | Monticello.   |
| Bartlett, Laura M.,    | Orient.       |
| Coulogne, Belle F.,    | New Limerick. |
| Hannigan, Mary F.,     | New Limerick. |
| Hogan, Mae E.,         | Monticello.   |
| Kinney, Myrtie S.,     | Houlton.      |
| Macdonald, Jennie N.,  | Cary.         |
| Meldrim, Alice S.,     | New Limerick. |
| Pomeroy, Ada L.,       | Linneus.      |
| Robbins, Georgia M.,   | New Limerick. |
| Robbins, Myrtie E.,    | New Limerick. |
| Sharp, Annie P.,       | Monticello.   |
| Shields, Millie G.,    | Linneus.      |
| Stanley, Fay M.,       | Monticello.   |
| Stanley, Lottie Belle, | Monticello.   |
| Wilcox, Lucy J.,       | Cary.         |

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PREPARATORY COURSE.

---

|                       |            |
|-----------------------|------------|
| Doyle, Bert,          | Houlton.   |
| Hammond, Tom,         | Van Buren. |
| Martin, David,        | Van Buren. |
| Bither, Mamie A.,     | Linneus.   |
| Churchill, Bessie M., | Houlton.   |
| Nickerson, Lillie S., | Houlton.   |

UNCLASSIFIED.

---

|                        |                  |
|------------------------|------------------|
| Estabrook, Beecher W., | Amity.           |
| Haskell, Horace B.,    | Houlton.         |
| Kelso, Horace B.,      | Linneus.         |
| Kimball, Philip S.,    | Houlton.         |
| Mansur, Philip W.,     | Houlton.         |
| Robinson, Charles E.,  | Blaine.          |
| Small, Walter A.,      | Ludlow.          |
| Seeley, Hurd,          | Woodstock, N. B. |
| Whitecomb, Beecher,    | Easton.          |
| White, Fred S.,        | Hodgdon.         |
| Benjamin, Annie L.,    | Caribou.         |
| Benn, Abbie H.,        | Hodgdon.         |
| French, Marion V.,     | Linneus.         |
| Hall, Mae A.,          | Littleton.       |
| Hamm, Lizzie S.,       | Weston.          |
| Parks, Jennie M.,      | Houlton.         |
| Porter, Addie O.,      | Hodgdon.         |
| Quincy, Myrtie E.,     | Masardis.        |
| Rowe, Alice M.,        | Masardis.        |
| Ruth, Annie M.,        | Linneus.         |
| Speed, Corabel,        | Danforth.        |
| Tenney, Lucy T.,       | Houlton.         |
| Vail, Nellie M.,       | Hodgdon.         |
| Weed, Sadie A.,        | Littleton.       |
| Yerxa, Jennie,         | Houlton.         |

MODEL SCHOOL.

---

Beaulier, Vitan,  
Brown, Fayette,  
Brown, Merton,  
Clark, Roland,  
Clark, Walter,  
Cleveland, Arthur,  
Cochran, Miles,  
Colby, Fred,  
Colby, George,  
Dunn, George,  
Drake, Fred,  
French, Leroy,  
Gorham, Frank,

Brown, Beatrice,  
Brown, Claire,  
Bruce, Katie,  
Burbank, Alfa,  
Colby, Mamie,  
Dunn, Debora,  
Dunn, Louise,  
French, Alice,  
Gilman, Mae,  
Glidden, Mamie,  
Hanson, Lillie,  
Hilton, Abbie,  
Hilton, Genevieve,  
Jenks, Mildred,

Grey, Robbie,  
Hammond, Robert,  
Hilton, Prescott,  
Houlton, Joseph,  
Ingalls, Harold,  
McCrea, Harry,  
McKay, Murdock,  
Powers, Llewellyn,  
Stetson, Bert,  
Stetson, Fred,  
Teeling, Hadley,  
Thibodeau, Levite,  
Wight, Freeman,

Kimball, Millie,  
Lerman, Emmie,  
Manson, Lucille,  
Mansur, Elsie,  
Merritt, Sadie,  
Miller, Bessie,  
Powers, Hortense,  
Robinson, Flossie,  
Small, Izzie,  
Titcomb, Ethel,  
Titcomb, Mae,  
Watson, Pansy,  
Whitmore, Carrie,  
Withee, M. Edwina,

## SUMMARY.

|                           |   |   |   |   |   |   |   |     |
|---------------------------|---|---|---|---|---|---|---|-----|
| Graduates, Class of 1890, | . | . | . | . | . | . | . | 14  |
| College Course,           | . | . | . | . | . | . | . | 23  |
| Academic Course,          | . | . | . | . | . | . | . | 7   |
| English Course,           | . | . | . | . | . | . | . | 62  |
| Normal Course,            | . | . | . | . | . | . | . | 23  |
| Preparatory Course,       | . | . | . | . | . | . | . | 6   |
| Unclassified,             | . | . | . | . | . | . | . | 25  |
| Model School,             | . | . | . | . | . | . | . | 54  |
| Total,                    | . | . | . | . | . | . | . | 214 |

## Exclusive of Model School:

|              |   |   |   |   |   |   |   |    |
|--------------|---|---|---|---|---|---|---|----|
| Young Men,   | . | . | . | . | . | . | . | 63 |
| Young Women, | . | . | . | . | . | . | . | 97 |

## ATTENDANCE BY TERMS.

|               |   | Model School. |
|---------------|---|---------------|
| Winter, 1889, | . | 38            |
| Spring, 1890, | . | 33            |
| Summer, 1890, | . | 35            |
| Fall, 1890,   | . | 29            |
| Average,      | . | 34            |

Course of Study.—Preparatory Year.

| FALL TERM.                            | WINTER TERM.                          | SPRING TERM.                              | SUMMER TERM.                                              |
|---------------------------------------|---------------------------------------|-------------------------------------------|-----------------------------------------------------------|
| Arithmetic.<br>Grammar.<br>Geography. | Arithmetic.<br>Grammar.<br>Geography. | Arithmetic.<br>Grammar.<br>U. S. History. | Arithmetic.<br>Grammar and<br>Analysis.<br>U. S. History. |

Course of Study.—First Year.

| TERM.   | COLLEGE COURSE.                                                    | ACADEMIC.                                                          | ENGLISH AND SCIENTIFIC.                                                     | NORMAL.                                                                                      |
|---------|--------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| FALL.   | Algebra.<br>Analysis and Composition.<br>Latin Grammar and Reader. | Algebra.<br>Analysis and Composition.<br>Latin Grammar and Reader. | Algebra.<br>Analysis and Composition.<br>Physiology, or Physical Geography. | Algebra.<br>Analysis and Composition.<br>Physical Geography.<br>School Organization and Law. |
| WINTER. | Algebra.<br>Analysis and Composition.<br>Latin Grammar and Reader. | Algebra.<br>Analysis and Composition.<br>Latin Grammar and Reader. | Algebra.<br>Analysis and Composition.<br>Physiology, or Physical Geography. | Algebra.<br>Analysis and Composition.<br>Physical Geography.<br>School Organization and Law. |
| SPRING. | Algebra.<br>Study of American Authors.<br>Latin Reader.<br>Botany. | Algebra.<br>Study of American Authors.<br>Latin Reader.<br>Botany. | Algebra.<br>Study of American Authors.<br>Botany.                           | Algebra.<br>Study of American Authors.<br>Botany.<br>Methods of Teaching.                    |
| SUMMER. | Algebra.<br>Study of American Authors.<br>Botany.<br>Cæsar.        | Algebra.<br>Study of American Authors.<br>Botany.<br>Cæsar.        | Algebra.<br>Study of American Authors.<br>Botany.                           | Algebra.<br>Study of American Authors.<br>Botany.<br>Methods of Teaching.                    |

Elocution during the first two terms.

## Course of Study.—Second Year.

| TERM.   | COLLEGE COURSE.                                                                    | ACADEMIC.                                                                               | ENGLISH AND SCIENTIFIC.                                                     | NORMAL.                                                                              |
|---------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| FALL.   | Review of Arithmetic.<br>Greek Grammar and Reader.<br>Cæsar.                       | Review of Arithmetic.<br>Natural Philosophy, or French.<br>Cæsar.                       | Review of Arithmetic.<br>Natural Philosophy.<br>English History, or French. | Review of Arithmetic.<br>Natural Philosophy.<br>English Grammar.<br>Early Education. |
| WINTER. | Review of Arithmetic.<br>Greek Grammar and Reader.<br>Cæsar.<br>Latin Composition. | Review of Arithmetic.<br>Natural Philosophy, or French.<br>Cæsar.<br>Latin Composition. | Review of Arithmetic.<br>Natural Philosophy.<br>English History, or French. | Review of Arithmetic.<br>Natural Philosophy.<br>English Grammar.<br>Early Education. |
| SPRING. | Rhetoric.<br>Greek Grammar, and Reader.<br>Cæsar and Ovid.<br>Latin Composition.   | Rhetoric.<br>Chemistry, or French.<br>Cæsar and Ovid.<br>Latin Composition.             | Rhetoric.<br>Chemistry.<br>Book-Keeping, or French.                         | Rhetoric.<br>Chemistry.<br>Book-Keeping.<br>U. S. History.                           |
| SUMMER. | Rhetoric.<br>Anabasis.<br>Ovid.<br>Latin Composition.                              | Rhetoric.<br>Chemistry, or French.<br>Ovid.<br>Latin Composition.                       | Rhetoric.<br>Chemistry.<br>Book-Keeping, or French.                         | Rhetoric.<br>Chemistry.<br>Book-Keeping.<br>U. S. History.                           |

## Courses of Study.—Third Year.

| TERM.   | COLLEGE COURSE.                                                                          | ACADEMIC.                                                                     | ENGLISH AND SCIENTIFIC.                                                             | NORMAL.                                                                                          |
|---------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| FALL.   | Geometry.<br>Anabasis.<br>Cicero.<br>Latin Composition.<br>Greek Composition.            | Geometry.<br>Astronomy or French.<br>Cicero.<br>Latin Composition.            | Geometry.<br>Astronomy or French.<br>Psychology.                                    | Geometry.<br>Astronomy.<br>English History.<br>Observation of Methods.<br>Science of Education.  |
| WINTER. | Geometry.<br>Anabasis.<br>Cicero and Vergil.<br>Latin Composition.<br>Greek Composition. | Geometry.<br>Astronomy or French.<br>Cicero and Vergil.<br>Latin Composition. | Geometry.<br>Astronomy or French.<br>Psychology.                                    | Geometry.<br>Astronomy.<br>English History.<br>Observation of Methods.<br>Science of Education.  |
| SPRING. | Review of Algebra.<br>Homer.<br>Vergil.                                                  | English Literature.<br>Geology or French.<br>Vergil.                          | Review of Algebra.<br>Geology or French.<br>Civil Government or English Literature. | Review of Algebra.<br>Geology.<br>Civil Government.<br>English Literature.<br>Model School Work. |
| SUMMER. | Review of Algebra.<br>Homer and Greek Reviews.<br>Vergil and Latin Reviews.              | English Literature.<br>Geology or French.<br>Vergil and Latin Reviews.        | Review of Algebra.<br>Geology or French.<br>Civil Government or English Literature. | Review of Algebra.<br>Geology.<br>Civil Government.<br>English Literature.<br>Model School Work. |

Reading, Spelling, Drawing, and Writing through the Normal Course.

## Academic Course.—Fourth Year.

| FALL TERM.                                                      | WINTER TERM.                                                    | SPRING TERM.                                                         | SUMMER TERM.                                      |
|-----------------------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------|
| Psychology.<br>English History.<br>Studies in English Classics. | Psychology.<br>English History.<br>Studies in English Classics. | Review of Algebra.<br>Evidences of Christianity.<br>General History. | Review of Algebra.<br>Ethics.<br>General History. |

Spelling and Rhetorical Exercises throughout the Courses.

## TEXT-BOOKS.

LATIN.—Harkness's Grammar, Jones's Reader, Harkness's Composition, Harkness's Cæsar, Harkness's and Allen and Greenough's Cicero, Frieze's and Greenough's Vergil. Chase and Stuart's Ovid.

GREEK.—Hadley and Allen's Grammar, Boise's First Lessons, Boise's Five Books of Anabasis, Boise's Three Books of Iliad.

FRENCH.—Keetel's Elementary Grammar, Fasquell's Grammar, Worman's Modern Languages, Chardenal's Idioms, Saint Germain, Racine's Tragedies, Translations from English into French.

ENGLISH.—Swinton's Grammar and Composition, Lockwood's Lessons in English, Swinton's English Literature, Harper's Geography, Barnes's United States History, Montgomery's English History.

MATHEMATICS.—Greenleaf's Complete Arithmetic, Wells's Algebra, Wentworth's Geometry, Meserve's Book-Keeping.

SCIENCES.—Gage's Introduction to Physical Science, Hutchison's Physiology, LeConte's Compend of Geology, Gray's Botany, Young's Civil Government.

# RICKER CLASSICAL INSTITUTE.

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This institution was established in 1848, and for nearly forty years was known as Houlton Academy. In 1887 its name was changed to Ricker Classical Institute, in honor of Rev. Joseph Ricker, D.D., a warm friend and generous benefactor, to whose energy and means the institution is largely indebted for its growth and prosperity. It is located at Houlton, Maine, a wide-awake New England town of about four thousand inhabitants, situated in the fertile Aroostook County and accessible by the New Brunswick Railroad. The school buildings are in the center of the town, upon high ground, commanding a wide view over a charming country. With a permanent endowment of \$30,000, a corps of excellent teachers, four well arranged courses of study, and finely equipped buildings, this school offers facilities for gaining an Academic education unsurpassed by any in the State.

## PURPOSE.

The purpose of this school is, primarily, to fit young men and women for college. For this purpose it has been endowed and its instructors will use every effort to persuade students to enter the college course, believing that there is no better preparation for a life of usefulness in any calling than a college training. But, while emphasizing the college preparatory department, the school also aims to meet the demands of those who wish to study English branches or to fit themselves for teachers.

## COURSES.

There are four courses of study; namely, a College Preparatory, an English and Scientific, and a Normal Course, of three years each, and an Academic Course of four years.

The College Course includes not only the Greek, Latin, and Mathematics required for admission to College, but also such

English branches as lie at the foundation of correct writing and speaking.

The English and Scientific Course, as its name implies, embraces the Sciences and English branches, although, as will be seen, French may be substituted for one study during two years.

The Normal Course is a new feature introduced at the beginning of the Fall Term, 1889. It is supported by the State and is under the supervision of the State Superintendent. The course is three years in length, including essentially the same work as is done in the State Normal Schools. Two things are essential to make successful teachers; first, accurate and thorough knowledge of the subject to be taught, and, second, skill to impart this knowledge to others; hence the course is made of sufficient length to give a thorough practical training to those preparing to teach in public schools.

The Academic Course is designed more especially for young ladies who wish to study Latin, but do not have a College education in view. It is a year longer than the others, and embraces a wide range of studies. During two years French may be substituted for the English branch designated in the course.

Connected with the school is a primary department, to which a limited number of scholars of the primary or intermediate grade are admitted. This department also serves as a model school, and affords an opportunity for students in the Normal Course to take observation lessons and to do practical work in teaching.

#### ADMISSION.

To enter any course, one must pass a satisfactory examination upon Grammar, Arithmetic, Geography, United States History, Elementary Physiology, Reading, and Spelling. Students of lower attainments may enter the preparatory year.

Those who are to attend the school for more than a term will find it to their profit to enter one of the courses. The studies follow each other in the most natural order during the year, and they are so arranged as to give the greatest variety of mental discipline each term. For those, however, who can attend only at irregular intervals, arrangements will be made, so far as expedient, to take any study included in the curricu-

lum. A reference to the different courses of study will show that a good variety for choice is offered each term.

In order to enter advanced classes and receive the diploma of the school, students must pass an examination upon the previous work of the course, or give certificates of satisfactory work done in other schools of equal grade.

Particular attention is called to the fact that classes in ancient and modern languages are formed at the beginning of the Fall Term only. Those entering these classes later must be prepared upon the work gone over by the class.

#### ATTENDANCE.

Punctuality is one of the prime requisites of success in any undertaking, and it is assiduously enforced in this school. Students are required to be punctual and regular in their attendance upon all school exercises, and satisfactory excuses must be given for each absence or tardiness.

#### PUBLIC WORSHIP.

All non-resident students are required to attend some place of public worship on the Sabbath, each student, or his parents, or guardian, selecting any one of the places of worship in the village. Excuses are required for all failure to comply with this rule. There are brief religious exercises each morning at the opening of the school.

Once a week, at the close of the afternoon session, a school prayer-meeting is held, to which all are welcome.

#### DISCIPLINE AND DEPORTMENT.

It is assumed that students know what proper conduct is, and upon this assumption the government of the school is based. In any case requiring discipline, appeal is first made to the manhood or womanhood of the offender, and it can be said with satisfaction that in most cases severe steps are unnecessary.

The sentiment of this school is against anything low or "tricky," and in sympathy with what is honest, upright, and manly. While this spirit can be fostered there is but little need of a long code of rules.

It is supposed that students boarding in town, away from their homes, are here for the purpose of study, hence all such

are considered to be under the authority of the Principal at all times, and will be required to observe regular study hours in their rooms. Frequenting places of questionable character is strictly forbidden.

No student who wilfully and persistently disregards any of the regulations of the school, who is profane or intemperate, or whose influence is otherwise pernicious, will be allowed to remain in the school.

#### LITERARY SOCIETY.

The Philomusians, a society organized by the young ladies and gentlemen, has for its aim the promotion of an interest in music, literature, debate, and social culture. It meets in the school-room once in two weeks, at which time a well-arranged literary and musical programme is carried out.

#### READING-ROOM.

Through the generosity of friends and by a small contribution from the students, a reading-room is well supplied with papers and magazines. Students are encouraged to make use of its advantages and to keep posted upon the history of the day.

#### LIBRARY.

The library affords much real aid to students. That it may become still more valuable, contributions of books, and especially of money, are earnestly requested.

During the past year a gift of one hundred dollars has been received from Mrs. Moses Giddings of Bangor, and donations of books from Mr. Lyman B. Merritt, Rev. and Mrs. N. T. Dutton, and Mr. L. M. Felch.

#### APPARATUS.

The laboratory, already well supplied with chemicals and apparatus, receives additions each year. So far as possible, classes in Physics and Chemistry perform experiments for themselves, thus acquiring more correct knowledge of scientific principles and confidence in handling apparatus. A recent gift of a large collection of minerals presented by Mrs. Susan C. Vogl, of Melrose, Mass., has greatly increased the value of the geological collection.

### BUILDINGS.

Wording Hall is made of brick and freestone, is modern in architecture, and is furnished with the most modern appliances. It is constructed upon hygienic principles and with reference to the comfort and convenience of pupils. It contains twenty rooms for various purposes, and is fully adequate to the needs of the school.

There is also a finely equipped dormitory for the use of teachers and pupils. We feel that the school can now recommend itself to the confidence of the most thoughtful parent. Whereas, formerly, pupils have been obliged to board among strangers, often at so great a distance from the school that attendance was impossible on stormy days, and have been so scattered that the teachers could not have so much care for their physical and social comfort as they might wish, the dormitory, only a dozen rods from the Institute, now offers pupils a convenient home and the society of their teachers and schoolmates.

The dormitory contains forty rooms, including those occupied by the Principal and other teachers, a kitchen, dining room, students' parlor, and twenty rooms for students' private use. There are three bath-rooms always heated, and supplied with hot and cold water. The building is heated throughout by steam. Every room in the building is light, airy, and sunny, and in every respect convenient and pleasant. No effort will be spared by teachers and matron to promote the comfort and health of those who come under their charge.

### PUBLIC EXHIBITIONS.

There will be public exercises of the school in reading, declamation, and music, on the last Friday evening of the Fall and Spring Terms. The graduating exercises will occur on the last Thursday of the Summer Term, when original addresses will be required from all students receiving a diploma.

### EXAMINATIONS.

There will be public examinations (written and oral), in the presence of the Examining Committee, at the end of the Fall and Spring Terms, examinations by the Local Examining Committee at the close of Winter and Summer Terms, and a special

examination of the graduating class at the close of the Summer Term. No student will be excused from these examinations except for the best reasons, and all thus excused will be required to pass examinations before continuing in the course of study, or receiving the diploma of the school. All students will be required to make up and pass examinations upon lessons not recited by reason of absence. The standing of each student is sent to the parent or guardian at the close of the term.

#### GRADUATION.

Young gentlemen and ladies who have completed any course and have passed a satisfactory examination will be ranked in the first, second, or third grade, according to their average standing during their course, and will receive the diploma of the Institute, certifying to these facts. In case the student's deportment has not been good, or an average rank in scholarship of at least sixty per cent. has not been attained, the diploma will not be conferred.

#### ADMISSION TO COLBY UNIVERSITY.

Graduates from the College Course will be admitted to Colby University without further examination, on the certificate of the Principal that they have completed the course and have maintained an average scholarship of at least seventy per cent. in each study, provided that the said certificate shall be granted with the approval of the Faculty of the College, a committee of whom shall attend the examinations of the Institute.

#### TUITION AND BOARD.

|                                          |                  |
|------------------------------------------|------------------|
| English Branches, at the rate of . . . . | \$0.50 per week. |
| Languages, at the rate of . . . . .      | .60 " "          |
| Music, per quarter, . . . . .            | 8.00             |
| Painting, per lesson, . . . . .          | .50              |

No tuition is received for a less period than half a term. Attendance during any part of the first or second half term will credit for the full half except in case of sickness. The tuition is payable in advance at the beginning and middle of each term. Each student is required to pay 10 cents per term to defray incidental expenses.

Board at the Dormitory is supplied for \$2.00 per week. Rooms, warmed and furnished, are rented at prices varying

from .75 to \$1.25 per week according to location. All of the rooms will accommodate two persons, and a few will accommodate four. The expense will be lessened when two or more students room together. Students will furnish their own towels, napkins, and bedding, except pillows and mattresses.

#### SCHOLARSHIP.

Hon. Chester W. Kingsley, of Cambridge, Mass., has paid \$500 to be used to found a scholarship in Ricker Classical Institute. The donor desires that the income be employed, so far as may be, "to assist poor young men who are seeking an education for the purpose of becoming Baptist ministers."

## CALENDAR FOR 1890-91.

1890.

December 8—Monday, . . . . . Winter Term of eight weeks begins.

December 25—Thursday, . . . . . Christmas. No exercises.

1891.

January 29 and 30—Thursday and Friday. Examinations. Winter Term ends.

### VACATION OF ONE WEEK.

February 9—Monday, . . . . . Spring Term of twelve weeks begins.

April—Thursday, . . . . . Fast Day. No exercises.

April 30 and May 1—Thursday and Friday. Examinations. Public Exhibition, Friday evening. Term ends.

### VACATION OF ONE WEEK.

May 12—Monday, . . . . . Summer Term of seven weeks begins.

June 21—Sunday, . . . . . Annual Sermon before the Graduating Class.

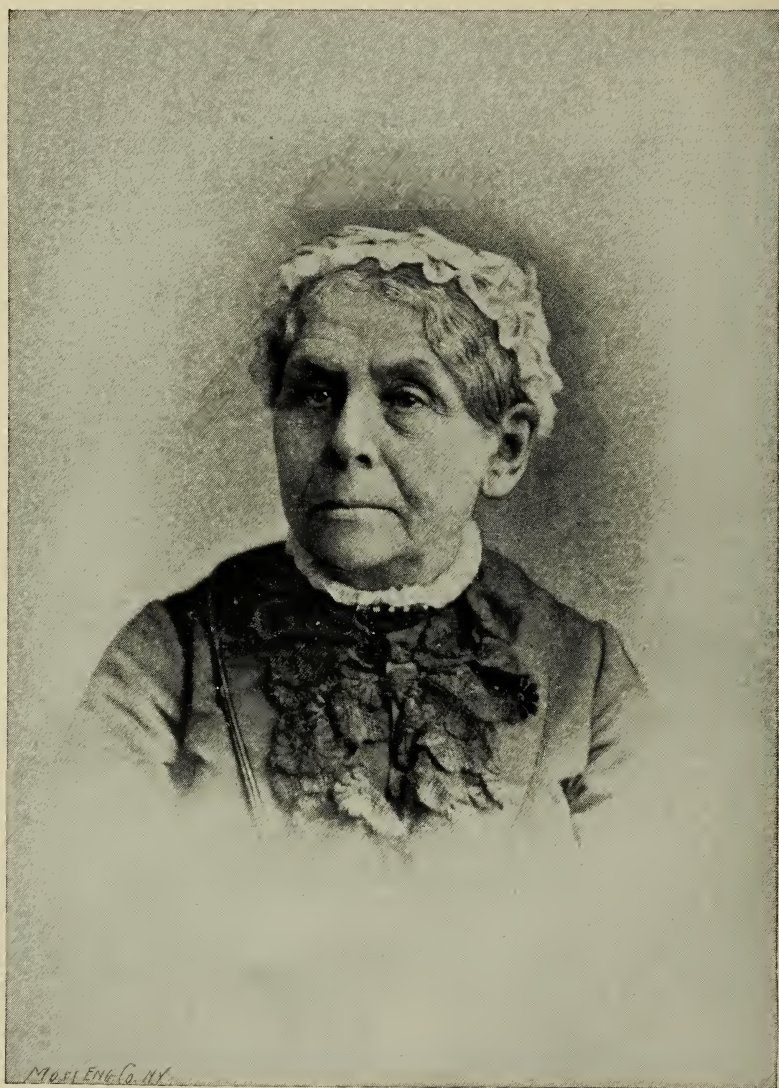
June 23 and 24—Tuesday and Wednesday, Examinations. Exercises of Graduating Class, Thursday afternoon. Term ends.

June 25—Thursday, . . . . . Annual Meeting of Board of Trustees.

### VACATION OF EIGHT WEEKS.

August 31—Monday, . . . . . Fall Term of thirteen weeks begins.





MRS. CATHERINE L. WORDING.

## MEMORIAL ADDRESS.

[Delivered in Wording Hall, Wednesday evening, June 25, 1890.]

BY REV. G. D. B. PEPPER, D.D., LL.D.

Died in Boston, Mass., on Friday, January 24, 1890, Mrs. Catherine L. Wording, of Racine, Wis., widow of the late Judge William E. Wording, aged 72 years and 10 months.

“And I heard a voice from heaven saying unto me, Write, Blessed are the dead which die in the Lord from henceforth. Yea, saith the Spirit, that they may rest from their labors; and their works do follow them.”

As her works follow her into the heavens so, too, do our thoughts, as even now she seems to smile upon us with her wonted kindness through the portrait suspended with those of her husband and son on these memorial, almost sacramental, walls. There are times when it is well to surrender ourselves to such an influence, through meditation, from the spirit of a departed saint. It brings heaven nearer to us and us nearer to heaven. It clothes us with new hope and courage and power to work so as to win. But this hour must be mainly devoted to another purpose. We are to contemplate her, not as she is, but as she was; to follow, as best we can, her earthly pathway, and to allow her, though dead, to speak to us through her known life and character.

The principal facts as to the life of Catherine Lawrence Wording have been so recently made known through the public press and the public address, that they must be familiar to most, if not to all of you. Nevertheless, we must here repeat them that they may stand before us for use with all possible accuracy, completeness of outline, and vividness. To recall them will bring also not less of pleasure than of profit.

\* Near the close of the last century a young man by the name of Samuel Lawrence, wooed, won, and wed a young lady whose

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\* NOTE.—Most of the facts as to Mrs. Wording's parents and childhood life have been furnished by her cousins, Mr. and Mrs. Ladd of Laconia, N. H., through the kindness of Rev. T. B. Johnson, pastor of the Baptist church in the same place.

name was Betsey Smith. Samuel, like so many others of the Lawrence tribe, was a man of unusual ability, energy, and enterprise. In nothing was his practical wisdom more signally shown than in the choice of Betsey, for she united with the graces of an earnest Christian character, and all social and domestic virtues, a practical wisdom and energy not inferior to that of Samuel. Betsey Smith, though a very common name, was in this case a very uncommon woman. When married the happy, fortunate pair settled at once on Samuel's farm in the town of Meredith, N. H., a mile and a half from what is now Laconia, a flourishing manufacturing village on the Winnipiseogee river, between the lake of the same name and Grand Bay, twenty-eight miles north of Concord, on the Boston, Concord & Montreal Railroad. His farm was a large one, of four hundred acres, but was so thoroughly and wisely worked that its owner won the honorable distinction of being "one of the most successful farmers in all New Hampshire." There, in the old farm-house, amidst the unrivaled beauties of the Granite State, were born to Samuel and Betsey five children, two boys and three girls. The latest born, the youngest child, was Catherine. When Catherine was but "a very little girl," a great affliction came to the household. The husband and father died. The house-band was broken. Broken with sorrow must have been the heart of the widowed mother. But she was not the woman to sit down with her children in grief and float with tide or stream. She at once assumed full control of the farm, large as it was and difficult as must have been its management, and "in every instance proved herself able to meet the trying duties that fell upon her." She was "a wise, devoted, gentle, firm mother. The children were all sent to school during the winter months," and the gracious power of her Christian influence and wise nurture is attested by the fact that all five of her children became, with her, members of the Congregational church, while the oldest son, Ebenezer, was for years Sabbath-School Superintendent and church clerk, and for many years clerk of the Supreme Court.

These facts as to the home in which Mrs. Wording was born and reared are extremely valuable, not simply as gratifying our natural and laudable desire to know all that pertains to the life of her in whose honor we are met, but as a revelation of the

most potent forces that shaped her life and character and determined her destiny. In their light we cease to wonder at her life. Flowing from such a fountain, how could the stream have been other?

Catherine was born March 8, 1817. At the age of fourteen she was sent by her mother to the New Hampton Institute. After graduating there, she returned home where for some time she remained and was an active worker in the church and Sabbath School. Her cousins, Mr. and Mrs. Ladd, say of her: "Catherine was an amiable and beautiful girl in all her ways. Her gentle and true spirit was the love of all, and the boys and girls, particularly, became devotedly attached to her. She was a favorite in society. At the old-time corn-huskings and at the 'corn-poppings' around the old stone hearth, Catherine made mirth and joy for all." Miss Harriet Gale of Laconia, N. H., her room-mate at the Institute, says: "She was as true as could be." Such a girl, such a young lady, in any century and circle, is a peril to the young gentlemen of the vicinity and also to herself. Such charms are as sure as gravitation to attract some noble heart with such irresistible forces as at once to break it and, in turn, to be broken by it. In this as in all such cases the inevitable happened. To the same New Hampton Institute to which, in 1831, Catherine had gone, a girl of fourteen, there came in 1836 one of the noblest of that noble procession of young men that year after year for threescore and ten years have gone forth into the world with the thorough education and the attesting diploma given by the grand old college of his and our perpetual love, Waterville College, now Colby University, God bless her under her new leadership! This young man at once approved himself to the trustees and other friends of the New Hampton Institute by his manly Christian character and by that success in teaching which has so generally characterized the Colby graduate as to be one of the crowning honors of the college. In particular, Judge Simpson, one of the trustees of the Institute, who was also an intimate friend of the Lawrence family, saw in the young graduate and teacher, William E. Wording, a true man already made and the making of an honorable, substantial, influential man among the men of the future, whatever might be his chosen business or profession. With the clear eye of a judge he saw, and with the faultless

precision of a judge, weighed, the evidences which, on the one side and on the other, on Catherine's side and on William's, established the fact of a divine foreordination of each for the other, as wife and husband, as husband and wife, and so Judge Simpson, whose talent was not less executive than judicial, took William in his carriage one day and drove to the Lawrence house. We can imagine, no need to describe, the introduction of Professor Wording and Miss Catherine Lawrence to each other, its effect within and without, in heart and countenance, on him and her. To one who has had like experience—and who of us has not?—description were superfluous and therefore vain; to one who has not—if such an one there be—description would be unintelligible and for that reason vain. Their marriage, almost of course, soon followed.

Married July 17, 1839, their lives thenceforth to the day of Judge Wording's death were not two but one. Nay, even after his death the unity remained unbroken, for until her death she lived not less in him and for him than during the forty-five rich, precious years of their mutual conjugal and Christian love and life in their earthly home. And if the noblest instincts of our nature and the occasional intimations of Scripture are a sure prophecy, their unity in holy life is now perfected and perpetuated in the skies where she has gone to meet him and their common Lord.

The first two years of their married life were spent in New Hampton, where, until 1841, Mr. Wording retained his position as teacher. Removing then to Cheraw, S. C., to become Principal of the High School in that place, they remained there six years, during which time, in connection with his work as teacher, Mr. Wording studied law and was admitted to the bar. In the last of these six years there was born to them a son, whom they named Edward. To the mother's deep joy at his birth there succeeded in eight short years the sorrow of his death. No other child was ever born to them. The dust of father, mother, and son is held by their graves in Mound Cemetery, at Racine, Wis., to which place the family removed from South Carolina in 1847. In this city Mr. and Mrs. Wording lived until the war of the Rebellion, fifteen years. Rev. Mr. Percival, well known to the citizens of Houlton, and Mrs. Wording's pastor at Racine during the closing period of her life

says: "Mr. Wording was a leading citizen of our city, occupied positions of trust, and was Judge of Probate for a long time. Mr. and Mrs. Wording became endeared by a long intimacy to almost all of the older families of the place, whose joy it was to renew that acquaintance, during the past year, with her when she came back to live among us."

Appointed by the United States government tax commissioner for South Carolina in 1862, Judge Wording with his wife returned in the fall of that year to the State from which fifteen years before they had come to Racine. What a change meanwhile in South Carolina, and in the social state! On their return how unlike their duties to those of the former time! His duties of office called him from place to place and with him went also Mrs. Wording. For her, then and always, the place of duty and enjoyment was at his side. She spent much of her time in the hospitals, caring for the sick and wounded. They remained in the South until 1871, nine years. Of this period, in part or whole, Mrs. Wording's cousin, Mr. Ladd, says: "She gave much of her time to the poor whites and poorer blacks of the South. The colored children almost worshiped her. Being so even-tempered and just, she easily adapted herself to any people she might meet. White and black were drawn to her and she gave herself to them."

From 1871 to 1880 Judge and Mrs. Wording's legal residence was (I think) at Racine, though much away in various sections of the country by reason of his business, spending five winters of these nine years in Washington, D.C. In 1880 they removed to Plainview, Minn., where they made their home until 1885. Rev. Sidney K. Perkins, pastor of the Congregational church in Plainview during a part of this time, in a letter to Mr. Percival, written during the last sickness of Mrs. Wording, says: "She proved a most sincere friend and was like a mother to my wife. She was among the foremost in every good work; actively interested in the W. C. T. U., as well as in the church. She drew warm friends to her from all classes in the community. . . . It is perhaps enough to say that what she was among those who knew her well in Racine that she was in Plainview, as well as everywhere else. Few persons of her age have so many *living* friends wherever she has been in these later years as well as in the earlier part of her life."

In 1885 Judge Wording moved to Grand Forks, Dak., where, on the 23d of January, 1886, he suddenly died. He was buried in Racine, and it is not strange that Mrs. Wording, drawn to that city by the pleasant memories of the years of her former residence there, by the many friends still living in the place whose friendship for her was vital and strong, and, perhaps even more, by the two graves in Mound Cemetery, the son's and the husband's, came back to Racine once more in 1889 to make that the place of her last earthly home, to go from that city to the "city that hath foundations, whose builder and maker is God." Of her last residence in Racine her pastor says: "During her brief stay in Racine it was my privilege to go a number of times with her to the throne of grace, and to know her views and faithfulness and I never met, as pastor, a braver, gentler, and more steadfast faith than hers."

Lovingly loyal to her husband during the forty-five years that they lived together, she was not less lovingly loyal to him, she was if possible even more lovingly loyal to him and to his memory, after his death. Loyalty to him and to her Saviour was not a divided loyalty—it was one commanding, controlling devotion. Hence her great care was so to use the property that was left to her as at once to accomplish best her husband's known preferences and best to honor and glorify her Redeemer. How well and wisely she planned, resolved and wrought, this magnificent building most amply, though but partially, attests. The manner even more than the matter of her benefactions arrests our attention and commands our admiration. How heartily, lovingly, gladly, joyously, even thankfully, was all given and done, as though she were not the author but the recipient of the gift. She gave herself in giving her money. How manifest was this to us all who saw her happy face in this room two years ago at the dedication of this building! Yet more manifest was it to such as met her here one year ago and took her hand and heard her voice. And most manifest of all was it to such as were confidential friends and advisers, to whom she opened all her heart!

There is little need to speak of the closing days of her life so well known to all, so fresh in memory. It was with heroic energy of will that, despite her serious illness, she last summer made her long journey from the far West to this town of the

far East, to make over to Ricker Classical Institute her last gifts, "Judge Wording's picture, and the college diploma, and other precious mementoes of her home and family." My guest at Waterville during Commencement week, the whole household accounted her presence a benediction, though not suspecting that it came from one so near her translation. Weary waiting was that of the closing months of her life in the "Massachusetts Homeopathic Hospital" in Boston,—weary, yet patient waiting. In a letter written in August last by her own hand, she says to her pastor: "I have everything done for me that mortal man can do. I feel every day the influence of your prayers and the prayers of all others. . . . If it is the will of my Heavenly Father that I should live longer I would be pleased, but if otherwise I can truly say: 'Thy will, O Lord, and not mine be done.' . . . All is peaceful." To the end she continued to express to the Christian friends who called on her the same calm trust, cheerful hope, Christian love, peace, and joy. She said that there were some other things that she had planned, and had hoped to accomplish in life, but she was willing, glad, to let God decide when her work here was finished. On the 24th of last January, at 2.15 P.M., having been through all her sickness faithfully and lovingly cared for by her two nieces, she ceased to breathe. She was not, for God had taken her. Her body was taken to Racine and there it rests by the side of husband and son—the three bodies together on earth, the three spirits together in Heaven, the three portraits in this hall.

Thus from her appearance on earth to her disappearance from earth we have followed her as best we could. Born of the very best New England stock, than which this world knows no better, inheriting a sound, healthy, vigorous physical constitution, an equally sound, healthy, vigorous mind, in which the various faculties of intellect, sensibility, and will were combined and developed in a rare and beautiful harmony, growing to maturity in central New Hampshire, where earth and air and sky work together for the making of strong and rich life, under the watchful care of a wise, efficient, loving Christian mother, in a home where the whole atmosphere was that of free, joyous, sanctified domestic affection, every member of the household a member also of the body of Christ and of the household of faith, in a society where there was intelligent courtesy and a

genuine refinement, without the petty and petrifying tyranny of innumerable arbitrary and artificial social exactions, in the public schools, which then were, now are, and, God helping the freemen of America, despite all enemies of the system, whether foreign or domestic, shall ever continue to be, next to Christianity itself, the greatest boon to the American youth and the American nation, supplementing the public school by that invaluable ally of the public school and of the Christian church, the endowed Christian academy, like this whose annual festival has brought us together, she became amply qualified to discharge, as she did, with signal and uniform success, the widely varied and often extremely delicate, difficult, and responsible duties which fell to her after marriage in her successive spheres of action, so uniting in this prolonged course sturdy principle, heroic courage, and indomitable will, with meekness, gentleness, sweetness, universal kindness, sympathy, and love, as to win and keep both respect and love, and that most from such as knew her best.

And now as friends of Mrs. Wording, without a formal analysis of her character and work, without other preparation than that which is furnished in the facts already before us, let us try to make our own some lessons taught us by her life. Were this occasion to end in mere laudation and admiration, even we, and especially the students who have been wont to assemble in this hall, to go away with no new desire, aspiration, purpose to make of life the best possible and the most of that best, with no more clear-cut notion how to achieve that purpose, it seems to me that her very portrait on the wall would lose forever its sweet smile of hopeful gladness and take instead a settled, disappointed, disapproving sadness; that instead of the omen for good which those here present at the memorial services, just after her death, saw in the sudden illumination of her countenance as the sun emerging from the cloud poured its splendor upon the portrait, we might expect to see some equally striking omen for evil.

The lesson which is uppermost in our hearts, and hence shall be first in expression, is one of devout thankfulness to God for Mrs. Wording's completed life, as for every other that is like it. We have marked its origin and its course, we have noted the causes which conspired to its development, we have glanced at

some of the opportunities that attended it. We have not forgotten to recognize somewhat of the beneficent consequences already realized and sure to continue evermore in widening sweep to flow from it as a fountain. In all this we have moved mainly along the plane of secondary cause and effect, have kept ourselves well within the sphere of the seen and temporal. But now, in imitation of her constant example, in imitation of the example of her and our common Lord and Saviour Jesus Christ, we lift our eyes and our hearts to see and own God as the true fountain head of the grateful, gracious stream. She with all the good she wrought was God's gift, to us and to the world. Nor is this true in some remote sense and manner—simply as he is the Author of the world's mechanism, of the grand system of natural and social causation by which the finished product was wrought out. This is a living presence in this His world. He stands not off and apart to allow and see the machinery run of itself. "In him,"—not in the system of the world, but in *God*,—"we live and move and have our being." He works in all things so that "all things work together for good to them that love God." And as it is infallibly true that Jesus of Nazareth was the product of the divine love and life so true is it that every child of His is in like manner His product and gift, created, led, sanctified, glorified by His Spirit. And so in all the intricacy of the vast tangle and jungle of blind and aimless causation in which the character and course of Mrs. Wording were determined, God was present, giving to all direction and issue. He was before, behind, around, above, below, within her, sometimes consciously manifesting himself, more often hidden in his working, but all the way recognized by her, lovingly and obediently. And so we, too, now lovingly, thankfully recognize Him as having thus wrought for and in her, and so through her at the same time for us and for the world. To Him be all the glory! And oh! that each of us may in like spirit and degree keep our natures open to all divine influence and guidance.

Our second lesson shall be one of appreciation of the truly characteristic New England life. We here, perhaps all of us, are New Englanders. We boast of it sometimes—but possibly with a certain secret misgiving—with a slight inward, suppressed doubt whether there is full ground of boasting. One

should, of course, take no personal credit for his birth in New England. The place of one's birth is not left to one's choice. And many of us, it may be, have had little choice as to our place of life since our birth, because circumstances have determined our place. Nevertheless we ought to appreciate the good that is ours without, as well as by our choice. And when the air beyond and around the boundaries of New England is somewhat heavily laden with depreciation of that which is characteristic of her and this air comes stealing in among our hills and homes, it is needful that somehow we raise the wind,—a strong, stiff New England breeze—to drive back and away the alien malaria. And still more, when we see at work throughout our own borders potent forces to effect a vital and a fatal change in our form of life, to break down the Sabbath, to dispense with public worship, to destroy reverence toward God and honesty toward men, to assail even our public school system, to break up homes by substituting boarding for housekeeping, and free love for marriage, or to break in pieces homes by shifting family government from parents to children, where perchance children may still be found. When we see everywhere practices, and breathe everywhere an atmosphere, alien to all that has constituted the boast and glory of New England from the days of the Pilgrims and of the Puritans, we do well to consider the worth of that which we are losing and the worse than worthlessness of that which instead we are getting. We have seen in what sort of a home, in what sort of a neighborhood Mrs. Wording was born and nurtured. That was a typical New England home and society. We have seen what sort of a woman Mrs. Wording became and what sort of a life she lived, East, West, and South, that was a typical New England woman and life, the natural as well as supernatural product of the New England civilization. Where else can you find a better growth? Are you, are *we*, willing to see the end of such a civilization? God forbid. But, my friends, such a civilization costs something in the making and will cost something in the keeping. It must be, first of all, appreciated, understood, valued, and then by every means which the God of the heavens and of the earth puts at our disposal, maintained, transmitted. Ours the duty, and the call comes to us from Mrs. Wording's life, comes down

to us from Mrs. Wording's spirit, to do each his own and her own part of this urgent solemn duty.

And how directly, dear friends, does there come to us as a third great lesson from out her life, the fact that character and conduct, whose root is loyal loving faith in Jesus Christ as a divine human Saviour, is complete in all genuine human excellence, in whatsoever is "lovely and of good report," whether it be the gentle, winsome, and affectionate, or the firm, brave, and commanding. It is a lesson that we need to learn over and over again. We so soon fall into the notion that Christianity and humanity are somehow alien to each other; that they are not altogether at one, that in becoming a Christian and a church member and devout, one must divest himself of something that belongs to him as genuinely human and invest himself in something that is foreign to his true human nature. As though the Son of Man, who was the ideal man, would make the sons of men something other than ideal men! As though the sole aim and end of his work and gospel were something else than to get and keep out of a man everything that has no business in a man, and to get and keep in a man everything that belongs to the true idea of manhood! What wonder that such mistake is made when the world as it has been and as it is, is so full of all sorts of fractionalities, artificialities, and even monstrosities passing current and duly labeled as Christian—the label a libel. Do not mistake this for the specious doctrine and arrant heresy that has been craftily circulated in saying that "he serves God best, who best serves his fellow-men"—true words in their rightful sense, false as so often used. As though God were not to be the first object of the heart's conscious faith, and love, and communion, as though it were no part of a true life and a true religion to ascribe to him praise and thanksgiving, and to offer to him worship in fitting words and forms in private and in public, as though the Lord was quite wrong in saying, the *first* command is thou shalt love the Lord thy God with all thy heart, the *second* thou shalt love thy neighbor as thyself. It were bad enough to make the first second and the second first; to try to derive the fountain from the stream instead of the stream from the fountain. But how much worse is it to annihilate the first and make the second all, to try to put honor upon the vine by refusing to it a root? No such lesson as this ever fell from

the lips of Mrs. Wording or comes to us from the consistent course of her life. In the beginning of that course, at its end and all the way between was the conscious recognition and the devout worship of her God and Saviour. She was a pious woman. Her piety was regnant. It was the central, vital principle within her.

How this blossomed out and fruited manward it has been our delight to observe,—in all dutiful affection to her mother; in all free, pure, glad fellowship with the companions of her youth; in all conjugal love, and domestic virtue after her marriage; in self-sacrificing personal efforts to relieve the ignorant, whether black or white, of their ignorance, the wretched of their wretchedness,—rarest of all forms of philanthropy, rarest and highest; in patriotic and humane service for the soldiers in the hospitals,—as on at least one occasion she showed the courage of a soldier and the skill of a commander, for being refused a pass to go and care for the wounded after a great battle, she said: “Well, I will go with my husband and pay my own passage,” and so went, the one only woman there to minister to the poor fellows; in those graceful interchanges of courtesies by which in the cultured and refined circles in which she moved, hearts were won, respect ensured, and perpetual friendships cemented; in the patient, even cheerful bearing of great sorrows and heavy burdens, as also the punctual discharge of all active duties; in the ready and happy adaptation of herself to all the persons, classes, circumstances, experiences, periods of her life; in the utter naturalness and spontaneity of her full and harmonious life, genuine thorough-out its day, alike at its morning, its noon, and its evening, in the calm, trustful, hopeful waiting for the coming of her Lord to her and her departure to Him during the weary months of her sickness; in the intelligently triumphant closing of her life with a farewell look and word for the friends here and a glad greeting to the friends there. This was a truly human life just because it was pre-eminently a truly godly life. Oh, my young friends, students of the Ricker Classical Institute, in the light of such a life as this do you not see that godliness has “the promise of the life that now is,” and also the fulfillment of the promise? If you will make your lives rich in all true human grace and power, make it first rich in faith and love toward God and Christ.

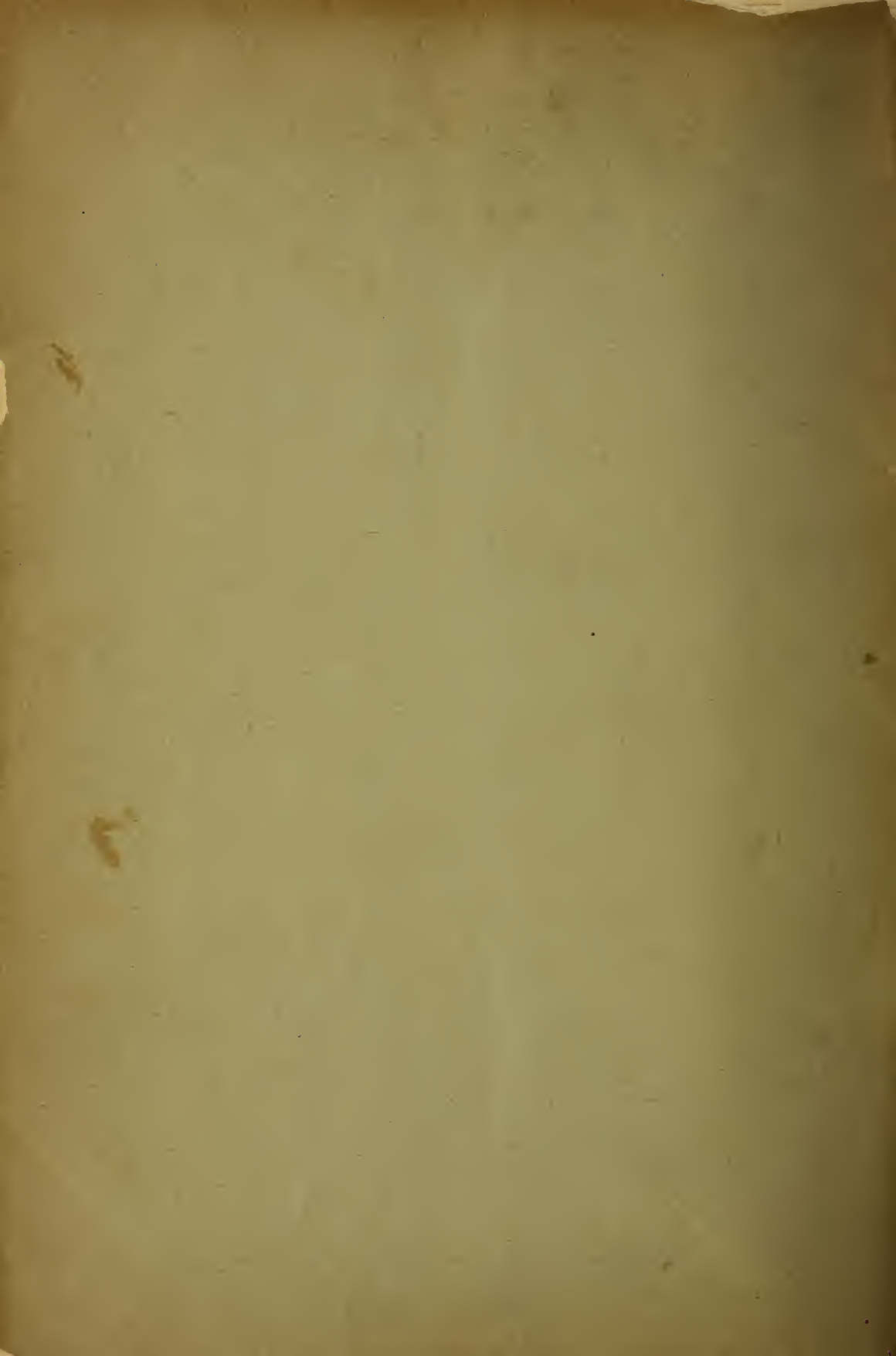
The last lesson which we will here pause to note stands even in the open view of the citizens of Houlton, embodied in this noble building which holds us to-night, a lesson of wise benevolence and beneficence. Beneficence is not always the outflow and expansion of benevolence. The princely gift may come from a selfish and mean spirit. One may amply endow a great university to make for himself an immortality of fame. Welcome the gift, a boon to man, however given, whatever the motive. But thrice welcome the gift when it is the outcome of love to man. The most convincing evidence of Mrs. Wording's benevolence was found in the expression of her eye, her countenance, her voice, in her perpetual bearing and conduct toward all who met her. The argument was convincing without the princely giving. But money came into her possession and she was only true to herself in asking how, where, and when it could be so expended as to do the most for her fellow-men. She had known by both experience and observation the worth of the Christian academy. This answered the question *how*. Her husband was a loyal son of Maine and of Colby University, while her own and her husband's most trusted friend was the sagacious patron of learning whose name this noble institution most fitly bears. Thus was answered the question *where*. The needs of this institution were urgent and to her were made obvious. This answered the question *when*. When but just then, while she herself was alive and could make sure that her purpose was realized, while her will was a living will and before it became a dead will, and so a foot-ball for the possible kicks of agile lawyers—a luscious morsel for the hungry mouths of devouring lawyers. These walls, this building, my friends, speaks to us impressively of the beauty and value of a benevolence which without property expresses itself in uniform and universal kindness toward men, and which, with money, changes not save in the form and largeness of its benefaction. This building commends to us the wisdom of using our talents while they are ours, rather than of waiting for others to use them after death has taken them from our hands. May it long stand to serve the sacred cause of Christian education, to be an efficient instrumentality in building up into Christian manhood and womanhood the boys and girls of Aroostook County and of the out-

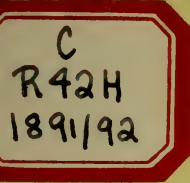
lying region, to condemn the selfish, grasping, miserly spirit in young and old and instead to commend the spirit of self-sacrifice and intelligent benefaction.

Too long have you been detained, yet not too long. Has it not been good to be here, to look into the face of our departed friend, to hear her voice, to commune with her for the time? And now we go, we scatter, we take each his own way, bear each his own burden, do each his own work. Hers was hers. Ours is ours. Hers is done. Ours will be done soon. She has gone to her Judge and reward. We go swiftly the same way. If this hour shall in the coming days help us to be better and to do better, it will be well that we have been here. She may inspire us, Christ must save us. Her hope must be ours. Her examples ours, her Saviour ours. Then when we are gone though no human lips below shall speak our praise, we shall live here in the unseen good which through us has been silently and secretly wrought into the lives of those whom we leave. We shall live then in the enjoyment of our sure reward. Students and graduates of Ricker Classical Institute, the path of duty leads into the skies and do you not hear voices from both heaven and earth calling you to walk that path? "And I heard a voice from heaven saying unto me, Write, Blessed are the dead which die in the Lord from henceforth. Yea, saith the Spirit, that they may rest from their labors; and their works do follow them."

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# Forty-third Annual Catalogue

of the

Officers and Students

of

• • Ricker Classical Institute • •

Boulton, Maine

1891-'92

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Model School.

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# Students.

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## Graduating Class of 1891.

### College Course.

Bradbury, Fred. T., Houlton.

Hanson, Stephen H. (Colby Univ.), Houlton.

Churchill, Allen L. (Bowdoin College), Houlton.

Ward, Parker M. (Colby Univ.) Houlton.

McKay, Katie W., Houlton.

Merritt, Susie W., Houlton.

### English Course.

Garrison, Harry B., Houlton.

Orcutt, George S., Ashland.

Taber, George H., Houlton.

Clough, Bertie, A., Houlton.

Haskell, Annie M., Houlton.

Donovan, Elizabeth, Houlton.

Smith, Idella E., Houlton.

Donovan, Mariana, Houlton.

Wiggin, Maud M., Hodgdon.

## College Course.

### Senior Class.

Doherty, Thomas V., Houlton. Putnam, Harry H., Danforth.  
Sutherland, William K., Houlton.

### Sub-Senior Class.

Hume, Charles G., Houlton. Pierce, Howard, Blaine.  
McGlaulin, Clifford E., Mapleton. Strickland, Alfred H., Houlton.  
Mansur, Fred., Houlton. Titcomb, Walter F., Houlton.  
Noble, Ernest E., Blaine. Wiley, Edgar, Littleton.  
Wright, Charles O., Littleton.  
Archibald, Edith M., Monticello. Dougherty, Mable A., Houlton.  
Foote, Bertha, Washburn.

### Junior Class.

Burns, Fred. A., Easton. Packard, Loring C., Houlton.  
Clough, Charles M., Houlton. Potter, James M., Monticello.  
Doyle, Bert E., Houlton. Stephenson, John E., Houlton.  
Esters, Cassius B., Houlton. Syphers, Le Roi S., Mars Hill.  
Minard, George C., Houlton. Wallace, Charles W., Houlton.  
Wallace, Ireton E., Houlton.  
Churchill, Bessie M., Houlton. Nickerson, Lillian M., Houlton.  
Robertson, Annie A., Monticello.

## Academic Course.

### Senior Class.

Chadwick, Lena G., Houlton.

### Sub=Senior Class.

Witham, Grace M., Bangor.

### Junior Class.

Alexander, Clara S., Linneus,  
Cassidy, Ella M., Houlton.

Chadwick, Vesta E., Houlton.  
Mansur, Lura S., Houlton.

### Sub=Junior Class.

Hutchinson, Libbie E., Houlton.  
Jenks, Ethel, Houlton.  
Keating, Lura, Houlton.

McLeod, L. D., Houlton.  
Porter, Jennie E., Houlton.  
Smith, Lizzie M., Houlton.

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## English Course.

### Senior Class.

Kennedy, George S., Eel River. N. B.  
Barker, Georgia A., Houlton.  
Buchanan, May W., Houlton.

Macdonald, Robert D., Houlton.  
Hogan, Lizzie C., Houlton.  
Longee, Lillian V., Houlton.

Porter, M. Annie, Houlton.  
Putnam, Alice L., Houlton.

Thomas, Fannie L., Houlton.  
Tracy, Alice M., Richmond, N. B.

#### **Sub=Senior Class.**

Betts, Albion G., Houlton.  
Danforth, Albion G., Carroll.  
Hutchinson, Alpheus A., Houlton.  
McCready, Robert H., Houlton.

McElroy, Howard D., Houlton.  
Perkins, Guy S., Houlton.  
Robinson, Charles E., Blaine.  
Sprague, J. Perley, Easton.

Attridge, Maggie E., Houlton.  
Astle, Effie E., Houlton.  
Buchanan, Katie, Houlton.  
Burnham, Maria A., Houlton.  
Davenport, Lottie E., Houlton.  
Dougherty, Maud A., Houlton.  
Downs, Belle B., Houlton.  
Garrison, Annie, Houlton.  
Hogan, Martha L., Houlton.  
Yerxa, Emma A., Houlton.

Kidder, Rosina H., Houlton.  
Mansur, Cora M., Houlton.  
Merritt, Hattie A., Houlton.  
Miller, Hortense J., Houlton.  
Mulherrin, Fannie G., Houlton.  
Porter, Cora L., Houlton.  
Porter, Sally C., Houlton.  
Stewart, Ava, Hodgdon.  
Wilson, Stella M., Houlton.

#### **Sub=Junior Class.**

Baker, Harry A., Houlton.  
Clough, Oscar L., Houlton.  
Dunn, Albert E., Amity.

McGinley, Guy E., Houlton.  
Small, Ethan A., Houlton.  
Taylor, Osceola L., Hodgdon.

Thibodeau, Levite V., Madawaska.

Thompson, Ulysses G., Ludlow.

Young, Lewis, Linneus.

Wilson, Oscar W., Hodgdon.

Yetton, Harry A., Houlton.

Beals, Evelyn M., Blaine.

Campbell, Lizzie M., Houlton.

Donovan, Jennie E., Houlton.

Foster, Myrtie B., Monticello.

Glenn, Annie D., Houlton.

Jones, Annie R., Blaine.

McIntosh, Alberta D., Mars Hill.

Moore, Willa G., Houlton.

Record, Ida M., Houlton.

Rhoda, Lillian A., Hodgdon.

Smith, Irma L., Houlton.

Thomas, Myra, Houlton.

Wadlia, Vesta, Monticello.

Wright, Emma F., Houlton.

## Normal Course.

### Senior Class.

Donovan, Annie G., Houlton.

Knowlen, Mattie E., Masardis.

Pennington, Annie, Houlton.

### Sub-Senior Class.

Berry, Leonard P., Hodgdon.

Lewin, Spurgeon W., Benton, N. B.

Archibald, Maggie C., Monticello.  
Hogan, Mae E., Monticello.  
Lane, Kate A., Red Beach.  
Meldrim, Alice S., New Limerick.

Scribner, Nettie B., New Limerick.  
Sharp, Annie P., Monticello,  
Valley, Flora M., Blaine.  
Wilson, Eva A., Houlton.

### Junior Class.

Cox, Le Baron, Woodstock, N. B.  
Burton, Nellie R., Linneus.  
Coulogne, Annie W., New Limerick.  
Deasy, Erin M., Houlton,  
Hogan, Geneva A., New Limerick.  
Houston, Jennie L., East Bradford.  
Sterritt, Dora M., Linneus.

Small, Walter A., Ludlow.  
Kelso, Lydia J., Linneus.  
Longee, Edith, New Limerick.  
Reed, Ella L., Amity,  
Stanley, Fay M., Monticello.  
Stanley, Lottie Belle, Monticello.

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### Preparatory.

Clough, Guy W., Houlton.  
Dobson, Harry, Houlton.  
Foss, Willie E., Houlton.  
Hammond, Robert W., Van Buren.  
Benn, Annie M., Hodgdon.

Houlton, James W., Houlton.  
Keating, William A., Houlton.  
Martin, David, Van Buren.  
Robertson, Miles R., Mars Hill.  
White, Mary E., Ludlow.

## Unclassified.

Atherton, Clarence H., Hodgdon.

Foster, Burrell S., Monticello.

Hammond, Thomas T., Van Buren.

Hand, Jarvis W., Ludlow.

Ingraham, Beverly C., Queensburg, N. B.

Kimball, Philip S., Houlton.

Wilkins, Martin I., Fort Fairfield.

Been, Jessie E., Hodgdon.

Bradbury, Ethel M., New Limerick.

Collins, Katie E., Cary.

Coulogne, Belle F., New Limerick.

Dougherty, Lizzie D., Houlton.

Fulton, Myra E., Bridgewater.

Hammond, Addie, Houlton.

Hannigan, Lizzie J., New Limerick.

Hovey, Asinath E., Ludlow.

Keay, Abbie E., Mars Hill.

McCarthy, Lizzie C., New Limerick.

McDonald, Jessie E., Cary.

Wyman, Annie, Houlton.

Porter, Everett B., Hodgdon.

Seeley, Merchie A., Houlton.

Slipp, George L., Houlton.

Teague, Charles M., Warren.

Whitcomb, Beecher D., Easton.

White, Fred. S., Hodgdon.

McGary, Lottie E., Smyrna.

Moore, Grace M., Ludlow.

Pearce, Fannie H., Houlton.

Putnam, Barbara A., Cary.

Putnam, Isa J., Houlton.

Quincy, Myrtie E., Masardis.

Reed, Lalia A., Cary.

Rowe, Alice M., Masardis.

Seamans, Nellie E., Cary.

Small, Dora G., Ludlow.

White, Dorothy, Dyer Brook.

Wiley, Mina, Littleton.

## Model School.

Adams, Leland,  
Cochran, Miles,  
Clark, Walter,  
Dunn, Georgie,  
Eaton, Leonard,  
Hilton, Prescott,  
Lovejoy, Albert,

Brown, Beatrice,  
Brown, Claire,  
Bruce, Katie,  
Dunn, Deborah,  
French, Alice,  
Herrick, Laura,  
Hilton, Abbie,  
Hilton, Genevieve,  
Kimball, Millie,

McCrea, Harry,  
McKay, Murdock,  
Powers, Elisha,  
Powers, Llewellyn,  
Stetson, Fred.,  
Stetson, Bert.,  
Teeling, Hadley,

Mansur, Elsie,  
Merritt, Sadie,  
Millar, Bessie,  
Powers, Hortense,  
Titcomb, Ethel,  
Titcomb, May,  
Watson, Pansy,  
White, May,  
Withee, Dollie.

## Summary.

|                           |   |   |   |   |   |   |   |       |
|---------------------------|---|---|---|---|---|---|---|-------|
| Graduates, Class of 1891, | - | - | - | - | - | - | - | 15    |
| College Course, -         | - | - | - | - | - | - | - | 29    |
| Academic Course, -        | - | - | - | - | - | - | - | 12    |
| English Course, -         | - | - | - | - | - | - | - | 62    |
| Normal Course, -          | - | - | - | - | - | - | - | 27    |
| Preparatory Course, -     | - | - | - | - | - | - | - | 11    |
| Unclassified, -           | - | - | - | - | - | - | - | 37    |
| Model School, -           | - | - | - | - | - | - | - | 32    |
|                           |   |   |   |   |   |   |   | <hr/> |
| Total,                    | - | - | - | - | - | - | - | 225   |

Exclusive of Model School:

|              |   |   |   |   |   |   |   |     |
|--------------|---|---|---|---|---|---|---|-----|
| Young Men,   | - | - | - | - | - | - | - | 76  |
| Young Women, | - | - | - | - | - | - | - | 117 |

## Attendance by Terms.

|               |   |   |   |   |   |     |    | MODEL SCHOOL. |
|---------------|---|---|---|---|---|-----|----|---------------|
| Winter, 1890, | - | - | - | - | - | 101 | 17 |               |
| Spring, 1891, | - | - | - | - | - | 112 | 19 |               |
| Summer, 1891, | - | - | - | - | - | 55  |    |               |
| Fall, 1891,   | - | - | - | - | - | 136 | 13 |               |
| Average,      | - | - | - | - | - | 101 | 16 |               |

## Courses of Study.

| PREPARATORY YEAR. |                                           | FIRST YEAR.                                                                       |                                                                                   |                                                                                         |                                                                                                               |
|-------------------|-------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                   |                                           | COLLEGE COURSE.                                                                   | ACADEMIC COURSE.                                                                  | ENGLISH AND SCIENTIFIC COURSE.                                                          | NORMAL COURSE.                                                                                                |
| Fall Term.        | Arithmetic.<br>Grammar.<br>Geography.     | Algebra.<br>American Authors.<br>Latin Grammar and Reader.                        | Algebra.<br>American Authors.<br>Latin Grammar and Reader.                        | Algebra.<br>American Authors.<br>Physical Geography.                                    | Algebra.<br>American Authors.<br>Physical Geography.<br>School Management.                                    |
| Winter Term.      | Arithmetic.<br>Grammar.<br>U. S. History. | Algebra.<br>American Authors.<br>Latin Grammar and Reader.<br>Botany (half term). | Algebra.<br>American Authors.<br>Latin Grammar and Reader.<br>Botany (half term). | Algebra.<br>American Authors.<br>Physical Geography (half term).<br>Botany (half term). | Algebra.<br>American Authors.<br>Physical Geography (half term).<br>Botany (half term).<br>School Management. |
| Spring Term.      | Arithmetic.<br>Grammar.<br>U. S. History. | Algebra.<br>Latin Grammar and Reader.<br>Botany.                                  | Algebra.<br>Latin Grammar and Reader.<br>Botany.                                  | Algebra.<br>Physiology.<br>Botany.                                                      | Algebra.<br>Physiology.<br>Botany.<br>Early Education.                                                        |

Elocution first two terms.

## Courses of Study.—Second Year.

| TERM.        | COLLEGE COURSE.                                      | ACADEMIC COURSE.                                                                                      | ENGLISH AND SCIENTIFIC COURSE.                                                                               | NORMAL COURSE.                                                                                             |
|--------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Fall Term.   | Physics.<br>Cæsar.<br>Greek Grammar and Reader.      | Physics.<br>Cæsar.<br>English History or French.                                                      | Physics.<br>Book-keeping.<br>English History or French.                                                      | Physics.<br>Book-keeping.<br>Rhetoric.<br>Methods of Teaching.                                             |
| Winter Term. | Physics.<br>Cæsar.<br>Greek Grammar and Reader.      | Physics.<br>Cæsar.<br>English History<br>(half term),<br>Natural History<br>(half term), } or French. | Physics.<br>Book-keeping.<br>English History<br>(half term),<br>Natural History<br>(half term), } or French. | Physics.<br>Book-keeping.<br>Rhetoric (half term).<br>Natural History (half term).<br>Methods of Teaching. |
| Spring Term. | Elementary Geometry.<br>Cæsar and Ovid.<br>Anabasis. | Elementary Geometry.<br>Cæsar and Ovid.<br>Natural History or French.                                 | Elementary Geometry.<br>U. S. History.<br>Natural History or French.                                         | Elementary Geometry.<br>U. S. History.<br>Methods of Teaching and<br>School Law.                           |

## Courses of Study.—Third Year.

| TERM.        | COLLEGE COURSE.                                                                                                | ACADEMIC COURSE.                                                                                                          | ENGLISH AND SCIENTIFIC COURSE.                                                                                                                  | NORMAL COURSE.                                                                                                                                                                                                   |
|--------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fall Term.   | Arithmetic Review.<br>Rhetoric.<br>Ovid.<br>Anabasis.                                                          | Arithmetic Review.<br>Rhetoric.<br>Ovid.<br>Astronomy or French.                                                          | Arithmetic Review.<br>Rhetoric.<br>Astronomy or French.                                                                                         | Arithmetic Review.<br>Geometry.<br>Astronomy.<br>History of Pedagogy.                                                                                                                                            |
| Winter Term. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Cicero.<br>Anabasis. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Cicero.<br>Chemistry or French. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Civil Government (half term).<br>Chemistry or French. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Geometry (half term).<br>Civil Government (half term).<br>Chemistry.<br>History of Pedagogy (half term).<br>Observation of Methods (half term). |
| Spring Term. | Algebra Review.<br>Cicero.<br>Anabasis and Greek Selections.                                                   | Algebra Review.<br>Cicero.<br>Chemistry or French.                                                                        | Algebra Review.<br>Civil Government.<br>Chemistry or French.                                                                                    | Algebra Review.<br>Civil Government.<br>Chemistry.<br>General History.<br>Model School work.                                                                                                                     |

Drawing in Normal Course.

### Courses of Study.—Fourth Year.

| TERM.        | COLLEGE COURSE.                                                 | ACADEMIC COURSE.                                         | ENGLISH COURSE.                                            |
|--------------|-----------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|
| Fall Term.   | Geometry.<br>Vergil.<br>Iliad.                                  | Geometry.<br>Vergil.<br>Psychology.                      | Geometry.<br>Geology.<br>Psychology.                       |
| Winter Term. | Geometry.<br>Vergil.<br>Iliad.                                  | Geometry.<br>Vergil.<br>Psychology.                      | Geometry.<br>Geology.<br>Psychology.                       |
| Spring Term. | Review of English Branches.<br>Latin Reviews.<br>Greek Reviews. | Review of English Branches.<br>Latin Reviews.<br>Ethics. | Review of English Branches.<br>General History.<br>Ethics. |

Spelling and Rhetorical Exercises throughout the courses.

## Text=Books.

LATIN.—Harkness's Grammar, Jones's Reader, Harkness's Composition, Harkness's Cæsar, Harkness's and Allen and Greenough's Cicero, Frieze's and Greenough's Vergil. Chase and Stuart's Orvid.

GREEK.—Hadley and Allen's Grammar, Boise and Pattengill's First Lessons, Boise's Five Books of Anabasis, Boise's Three Books of Iliad.

FRENCH.—Keetel's Elementary Grammar, Fasquell's Grammar, Worman's Modern Languages, Chardenal's Idioms, Saint Germain, Racine's Tragedies, Translations from English into French.

ENGLISH.—Swinton's Grammar and Composition, Lockwood's Lessons in English, Swinton's English Literature, Harper's Geography, Barnes's United States History, Montgomery's English History.

MATHEMATICS.—Greenleaf's Complete Arithmetic, Well's Algebra, Wentworth's Geometry, Williams and Roger's Book-Keeping.

SCIENCES.—Gage's Introduction to Physical Science, Hutchison's Physiology, LeConte's Compend of Geology, Gray's Botany, Young's Civil Government, Sharpless and Philip's Astronomy, Cornell's Physical Geography.

PEDAGOGICS.—Raub's School Organization, Raub's Methods of Teaching, Payne's History of Pedagogy, Currie's Early Education.



## Ricker Classical Institute.



HIS institution was established in 1848, and for nearly forty years was known as Houlton Academy. In 1887 its name was changed to Ricker Classical Institute, in honor of Rev. Joseph Ricker, D.D., a warm friend and generous benefactor, to whom the institution is largely indebted for its growth and prosperity. It is located at Houlton, Maine, a wide-awake New England town of about four thousand inhabitants, situated in the fertile Aroostook County and accessible by the New Brunswick Railroad. The school buildings are in the centre of the town, upon high ground, commanding a wide view over a charming country. With a permanent endowment of \$30,000, a corps of excellent teachers, four well arranged courses of study, and finely equipped buildings, this school offers facilities for gaining an academic education unsurpassed by any in the State.

### Purpose.

The purpose of this school is, primarily, to fit young men and women for college. For this purpose it has been endowed, and its instructors will use every effort to persuade students to enter

the college course, believing that there is no better preparation for a life of usefulness in any calling than a college training. But, while emphasizing the college preparatory department, the school also aims to meet the demands of those who wish to study English branches or to fit themselves for teachers.

### **Courses.**

There are four courses of study, namely, a College Preparatory, an English and Scientific, and an Academic Course of four years each, and a Normal Course of three years.

The College Course includes not only the Greek, Latin and Mathematics required for admission to College, but also such English branches as lie at the foundation of correct writing and speaking.

The English and Scientific Course, as its name implies, embraces the Sciences and English branches, although, as will be seen, French may be substituted for one study during two years.

The Normal Course was introduced at the beginning of the Fall Term, 1889. It is supported by the State and is under the supervision of the State Superintendent. The course is three years in length, including essentially the same work as is done in the State Normal Schools. Two things at least are essential to make successful teachers; first, accurate and thorough knowledge of the subject to be taught; and second, skill to impart this knowledge to others; hence the course is made of sufficient length to give a thorough practical training to those preparing to teach in public schools.

The Academic Course is designed more especially for young ladies who wish to study Latin, but do not have a college education in view. During two years French may be substituted for the English branch designated in the course.

Connected with the school is a Primary Department, to which a limited number of scholars of the primary or intermediate grade are admitted. This department also serves as a model school, and affords an opportunity for students in the Normal Course to take observation lessons and to do practical work in teaching.

### **Admission.**

To enter any course, one must pass a satisfactory examination upon Grammar, Arithmetic, Geography, United States History, Elementary Physiology, Reading and Spelling. Students of lower attainments may enter the preparatory year.

Those who are to attend the school for more than a term will find it to their profit to enter one of the courses. The studies follow each other in the most natural order during the year, and they are so arranged as to give the greatest variety of mental discipline each term. For those, however, who can attend only at irregular intervals, arrangements will be made, so far as expedient, to take any study included in the curriculum. A reference to the different courses of study will show that a good variety is offered each term.

In order to enter advanced classes and receive the diploma of the school, students must pass an examination upon the previous work of the course, or give certificates of satisfactory work done in other schools of equal grade.

Particular attention is called to the fact that classes in ancient and modern languages are formed at the beginning of the Fall Term only. Those entering these classes later must be prepared upon the work gone over by the class.

### **Attendance.**

Punctuality is one of the prime requisites of success in any undertaking, and it is insisted upon in this school. Students are required to be punctual and regular in their attendance upon all school exercises, and satisfactory excuses must be given for each absence or tardiness.

### **Public Worship.**

All non-resident students are required to attend some place of public worship on the Sabbath; each student, or his parents, or guardian, selecting any one of the places of worship in the village. Excuses are required for all failures to comply with this rule. There are brief religious exercises each morning at the opening of the school.

Once a week, at the close of the afternoon session, a school prayer-meeting is held, to which all are welcome.

## **Discipline and Deportment.**

It is assumed that students know what proper conduct is, and upon this assumption the government of the school is based. In any case requiring discipline, appeal is first made to the manhood or womanhood of the offender--the aim always being to teach the student a proper self-respect and self-restraint.

The sentiment of this school is against anything low or "tricky," and in sympathy with what is honest, upright and manly. While this spirit can be fostered there is but little need of a long code of rules.

It is supposed that students boarding in town, away from their homes, are here for the purpose of study, hence all such are considered to be under the authority of the Principal at all times, and will be required to observe regular study hours in their rooms. Frequenting places of questionable character is strictly forbidden.

No student who wilfully and persistently disregards any of the regulations of the school, who is profane or intemperate, or whose influence is otherwise pernicious, will be allowed to remain in the school.

## **Literary Society.**

The Philomusians, a society organized by the young ladies and gentlemen, has for its aim the promotion of an interest in music, literature, debate and social culture. It meets in the school-

room once in two weeks, at which time a well-arranged literary and musical programme is carried out. There is also a young men's debating club, which meets once a week.

### **Library and Reading Room.**

The library and reading room afford much real aid to students. That they may become still more valuable, contributions of books, periodicals and money are earnestly requested.

### **Apparatus.**

The laboratory, already well supplied with chemicals and apparatus, receives additions each year. So far as possible, classes in physics and chemistry perform experiments for themselves, thus acquiring more correct knowledge of scientific principles and confidence in handling apparatus.

### **Buildings.**

Wording Hall is made of brick and freestone, is modern in architecture, and is furnished with the most modern appliances. It is constructed upon hygienic principles, and with every provision for the comfort and convenience of pupils. It contains twenty rooms for various purposes, and is fully adequate to the needs of the school.

A large hall with a seating capacity of five hundred adds much to the value of this building. Here the anniversary and other public exercises are held, the scholars meet in occasional social gatherings, and the whole school assembles once a day for calisthenic drill.

There is also a finely equipped dormitory for the use of teachers and pupils. We feel that the school can now recommend itself to the confidence of the most thoughtful parent. Whereas, formerly, pupils have been obliged to board among strangers, often at so great a distance from the school that attendance was impossible on stormy days, and have been so scattered that the teachers could not have so much care for their physical and social comfort as they might wish; the dormitory, only a dozen rods from the institute, is now a convenient home for students, where they may associate with their teachers and schoolmates.

The dormitory contains forty rooms, including those occupied by the principal and other teachers, a kitchen, dining-room, students' parlor, and twenty rooms for students' private use. There are three bath-rooms always heated, and supplied with hot and cold water. The building is heated throughout by steam. Every room in the building is light, airy and sunny, and in every respect convenient and pleasant. No effort will be spared by the teachers to care for the comfort and health of those who come under their charge.

### **Public Exhibitions.**

There will be public exercises of the school in reading, declamation and music on the last Friday evening of the Fall and Winter Terms. The graduating exercises will occur on the last

Thursday of the Spring Term, when original addresses will be required from all students receiving a diploma.

### **Examinations.**

There will be public examinations (written and oral), in the presence of the Examining Committee, at the end of the Fall Term; examinations by the Local Examining Committee at the close of the Winter Term, and a special examination of the graduating class at the close of the Spring Term. No student will be excused from these examinations except for the best reasons, and all thus excused will be required to pass examinations before continuing in the course of study, or receiving the diploma of the school. All students will be required to make up and pass examinations upon lessons not recited by reason of absence. The standing of each student is sent to the parent or guardian at the close of the term.

### **Graduation.**

Young gentlemen and ladies who have completed any course and have passed a satisfactory examination will be ranked in the first, second or third grade, according to their average standing during their course, and will receive the diploma of the Institute, certifying to these facts. In case the student's deportment has not been satisfactory or an average rank in scholarship of at least sixty per cent. has not been obtained, the diploma will not be conferred.

## Admission to Colby University.

Graduates from the College Course will be admitted to Colby University without further examination, on the certificate of the Principal that they have completed the course and have maintained an average scholarship of at least seventy per cent. in each study, provided that the said certificate shall be granted with the approval of the Faculty of the College, a committee of whom shall attend the examinations of the Institute.

## Tuition and Board.

|                                  |   |   |   |   |                 |
|----------------------------------|---|---|---|---|-----------------|
| English Branches, at the rate of | - | - | - | - | \$0.50 per week |
| Languages, at the rate of        | - | - | - | - | .60 " "         |
| Music, per quarter.              | - | - | - | - | 8.00            |
| Painting, per lesson.            | - | - | - | - | .50             |

No tuition is received for a less period than half a term. Attendance during any part of the first or second half term will credit for the full half except in case of sickness. The tuition is payable in advance at the beginning and middle of each term. Each student is required to pay 10 cents per term to defray incidental expenses.

The "club" system of boarding has been adopted by the students at the Dormitory. By co-operation and careful management good board can be furnished at \$1.50. Rooms warmed and

furnished, are rented at prices varying from .75 to \$1.25 per week, according to location. All of the rooms will accommodate two persons, and a few will accommodate four. The expense will be lessened when two or more students room together. Students will furnish their own towels, napkins and bedding, except pillows and mattresses.

### **Scholarship.**

Hon. Chester W. Kingsley, of Cambridge, Mass., has paid \$500 to be used to found a scholarship in Ricker Classical Institute. The donor desires that the income be employed, so far as may be, "to assist poor young men who are seeking an education for the purpose of becoming Baptist ministers."

### **Gifts.**

We acknowledge, with gratitude, the following gifts:

Three pictures have been presented to the school during the past year: "The Return of the Mayflower," by the students; "The Soul's Awakening," by Mr. F. H. Cook, and a portrait of Whittier, by the class of '93.

Mr. Richard Rhoda, of Hodgdon, has presented to the library the History of Christianity.

A gift of five hundred dollars has been received from a lady whose name is not to be made public.

# Calendar for 1891=92.

1891.

December 28--Monday, - - - - - Winter Term of twelve weeks begins.

1892.

February 22—Monday, - - - - - Washington's Birthday. No exercises.

March 17 and 18—Thursday and Friday, - - - - - Examinations. Term ends.

## Vacation of Two Weeks.

April 4—Monday, - - - - - Spring Term of twelve weeks begins.

April—Thursday, - - - - - Fast Day. No exercises.

May 30—Monday, - - - - - Memorial Day. No exercises.

June 19—Sunday Evening - - - - - Annual Sermon before the Graduating Class.

June 21 and 22—Tuesday and Wednesday, - - - - - Examinations.

June 23—Thursday, Annual Meeting of the Board of Trustees. Afternoon. Exercises of Graduating Class. Term ends.

## Vacation of Ten Weeks.

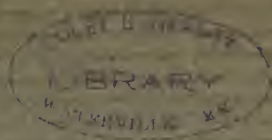
September 5—Monday, - - - - - Fall Term of fourteen weeks begins.



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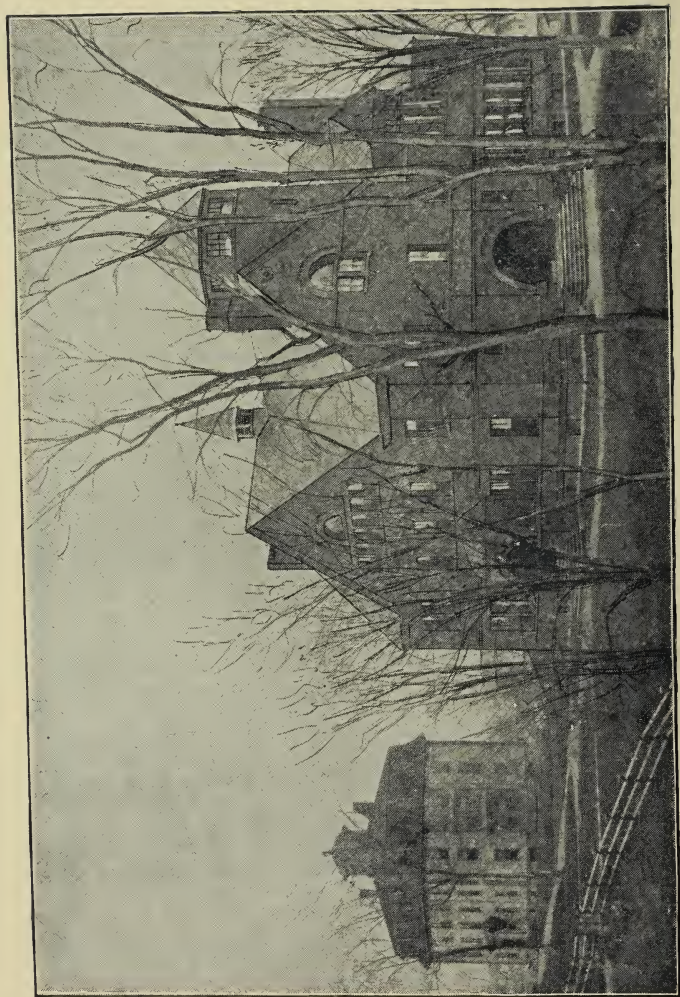
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OF  
Ricker Classical Institute,  
HOULTON, MAINE.  
1892-93.

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RICKER CLASSICAL INSTITUTE.

FORTY-FOURTH ANNUAL  
CATALOGUE  
OF THE  
OFFICERS AND STUDENTS  
OF  
Ricker Classical Institute,  
HOULTON, ME.

1892-93.

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1892.

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History and English Literature.

REUBEN L. ILSLEY, A.B.,  
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LLEWELLYN M. FELCH, PRINCIPAL,  
MISS MATTIE E. KNOWLEN,  
Model School.

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### COMMERCIAL DEPARTMENT.

HANNIBAL H. BRYANT, PRINCIPAL.

C. D. DAGGETT,  
Short-hand and Type-writing.

F. L. VARNEY,  
Penmanship.

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R. L. ILSLEY,  
Librarian.

# STUDENTS.

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## GRADUATING CLASS OF 1892.

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### College Course.

Sutherland, William K. (Hobert College, N. Y.),  
Houlton.

### Academic Course.

\* Chadwick, Lena G., Houlton.

### English Course.

|                     |                  |
|---------------------|------------------|
| Kennedy, George S., | Eel River, N. B. |
| Barker, Georgie A., | Houlton.         |
| Buchanan, May W.,   | Houlton.         |
| Hogan, Lizzie C.,   | Houlton.         |
| Lougee, Lillian V., | Houlton.         |
| Porter, M. Anne,    | Houlton.         |
| Thomas, Fannie L.,  | Houlton.         |

### Normal Course.

|                     |           |
|---------------------|-----------|
| Donovan, Annie G.,  | Houlton.  |
| Knowlen, Mattie E., | Masardis. |
| Pennington, Annie,  | Houlton.  |

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\* Died March 24, 1892.

"I hear a voice you cannot hear,  
Which says I must not stay;  
I see a hand you cannot see,  
Which beckons me away."

## COLLEGE COURSE.

---

Senior Class.

|                        |             |
|------------------------|-------------|
| Hume, Charles G.,      | Houlton.    |
| Mansur, Fred,          | Houlton.    |
| Noble, Ernest E.,      | Blaine.     |
| Pierce, G. Howard,     | Blaine.     |
| Putnam, Harry H.,      | Danforth.   |
| Strickland, Alfred H., | Houlton.    |
| Titcomb, Walter F.,    | Houlton.    |
|                        |             |
| Archibald, Edith M.,   | Monticello. |
| Foote, Bertha,         | Washburn.   |

## Sub-Senior Class.

|                          |            |
|--------------------------|------------|
| Ingraham, Ira F.,        | Houlton.   |
| McGlauffin, Clifford E., | Mapleton.  |
| Minard, George C.,       | Houlton.   |
| Sprague, J. Perley,      | Easton.    |
| Stephenson, John E.,     | Houlton.   |
| Wiley, Edgar D.,         | Littleton. |
|                          |            |
| Dougherty, Mabel A.,     | Houlton.   |

## Junior Class.

|                      |            |
|----------------------|------------|
| Clough, Charles M.,  | Houlton.   |
| Doyle, Bert E.,      | Houlton.   |
| Esters, Cassius B.,  | Houlton.   |
| Syphers, LeRoi S.,   | Mars Hill. |
| Wallace, Charles W., | Houlton.   |
| Wallace, Ireton E.,  | Houlton.   |

|                        |           |
|------------------------|-----------|
| Anderson, May L.,      | Caribou.  |
| Churchill, Bessie M.,  | Houlton.  |
| Lemont, Mamie G.,      | Richmond. |
| Nickerson, Lillian M., | Houlton.  |

Sub-Junior Class.

|                        |                |
|------------------------|----------------|
| Briggs, Charles G.,    | Bridgewater.   |
| Cooper, John E.,       | Houlton.       |
| Daggett, Charles D.,   | Cambridge.     |
| Dunn, Albert E.,       | Houlton.       |
| Keating, Albert W.,    | Houlton.       |
| Kinney, Harry P.,      | Houlton.       |
| Lowry, Frank W.,       | Monticello.    |
| McKay, George W.,      | Houlton.       |
| Oxton, Edward A.,      | West Rockport. |
| Packard, Loring C.,    | West Rockport. |
| Palmer, William W.,    | Houlton.       |
| Potter, James M.,      | Monticello.    |
| Putnam, Arthur V.,     | Danforth.      |
| Stackpole, William F., | Bridgewater.   |
| Teague, Charles M.,    | Warren.        |
| Varney, Fred L.,       | East Lowell.   |
| Vincent, Guy E.,       | Houlton.       |
|                        |                |
| Benn, Annie M.,        | Hodgdon.       |
| Brannen, Edna I.,      | Forest City.   |
| McLaughlin, Ella,      | Easton.        |
| Robertson, Annie A.,   | Monticello.    |
| Withee, Edwina M.,     | Houlton.       |

## ACADEMIC COURSE.

---

Senior Class.

None.

## Sub-Senior Class.

|                      |          |
|----------------------|----------|
| Alexander, Clara S., | Linneus. |
| Cassidy, Ella M.,    | Houlton. |
| Chadwick, Vesta E.,  | Houlton. |
| Mansur, Lura S.,     | Houlton. |

## Junior Class.

|                    |          |
|--------------------|----------|
| Jenks, Ethel,      | Houlton. |
| Keating, Lura F.,  | Houlton. |
| McLeod, L. D.,     | Houlton. |
| Porter, Jennie E., | Houlton. |

## Sub-Junior Class.

|                        |          |
|------------------------|----------|
| Hutchinson, Libbie E., | Houlton. |
| Kimball, Millie E.,    | Houlton. |
| Smith, Lizzie M.,      | Houlton. |

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ENGLISH COURSE.

---

## Senior Class.

|                       |          |
|-----------------------|----------|
| Macdonald, Robert D., | Houlton. |
| McIlroy, Howard D.,   | Houlton. |
| Robinson, Charles E., | Blaine.  |

|                      |                 |
|----------------------|-----------------|
| Attridge, Maggie E., | Houlton.        |
| Burnham, Maria A.,   | Houlton.        |
| Merritt, Hattie A.,  | Houlton.        |
| Miller, Hortense J., | Houlton.        |
| Porter, Sally C.,    | Houlton.        |
| Tracy, Alice M.,     | Richmond, N. B. |

**Sub-Senior Class.**

|                      |          |
|----------------------|----------|
| Burns, Fred A.,      | Easton.  |
| McCready, Robert H., | Houlton. |
| Perkins, Guy S.,     | Houlton. |
| Taylor, Osceola L.,  | Hodgdon. |

|                       |          |
|-----------------------|----------|
| Astle, Effie E.,      | Houlton. |
| Buchanan, Katie,      | Houlton. |
| Davenport, Lottie E., | Houlton. |
| Dougherty, Maud A.,   | Houlton. |
| Garrison, Annie,      | Houlton. |
| Hogan, Martha L.,     | Houlton. |
| Kidder, Rosina H.,    | Houlton. |
| Mulherrin, Fannie G., | Houlton. |
| Porter, Cora L.,      | Houlton. |
| Stewart, Ava A.,      | Houlton. |
| Wilson, Stella M.,    | Houlton. |
| Yerxa, Emma A.,       | Houlton. |

**Junior Class.**

|                       |            |
|-----------------------|------------|
| Small, Ethan A.,      | Houlton.   |
| Thibodeau, Levite V., | Madawaska. |
| Yetton, Harry A.,     | Houlton.   |
| Young, Lewis,         | Linneus.   |
| Glenn, Annie D.,      | Houlton.   |
| Record, Ida M.,       | Houlton.   |

|                 |             |
|-----------------|-------------|
| Smith, Irma L., | Houlton.    |
| Wadlia, Vesta,  | Monticello. |

Sub-Junior Class.

|                         |          |
|-------------------------|----------|
| Baker, Harry A.,        | Houlton. |
| Smith, Lee E.,          | Houlton. |
| Somerville, Malcolm C., | Houlton. |
| Teeling, Hadley W.,     | Houlton. |
| Toland, Arnold B.,      | Houlton. |
| Wilson, Oscar W.,       | Hodgdon. |

|                       |          |
|-----------------------|----------|
| Campbell, Lizzie M.,  | Houlton. |
| Dougherty, Lizzie D., | Houlton. |
| Drew, Lenora E.,      | Houlton. |
| Drew, Mamie G.,       | Houlton. |
| Dunn, June J.,        | Houlton. |
| Hovey, Gertrude S.,   | Houlton. |
| Mooers, Grace M.,     | Ludlow.  |
| Smith, Bertie E.,     | Houlton. |
| Thomas, Myra J.,      | Houlton. |
| Yetton, Lula H.,      | Houlton. |

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NORMAL COURSE.

---

Senior Class.

|                       |               |
|-----------------------|---------------|
| Archibald, Maggie C., | Monticello.   |
| Lane, Kate A.,        | Red Beach.    |
| Robbins, Georgie M.,  | New Limerick. |
| Stanley, Lottie Bell, | Monticello.   |
| Wilson, Eva A.,       | Houlton.      |

Sub-Senior Class.

|                      |               |
|----------------------|---------------|
| Berry, Leonard P.,   | Hodgdon.      |
| Lewin, Spurgeon W.,  | Benton, N. B. |
| Small, Walter A.,    | Ludlow.       |
| Donovan, Jennie E.,  | Houlton.      |
| Jones, Annie R.,     | Blaine.       |
| Pomroy, Ada L.,      | Houlton.      |
| Scribner, Nettie B., | New Limerick. |
| Stanley, Fay M.,     | Monticello.   |
| Valley, Flora M.,    | Blaine.       |

Junior Class.

|                      |                  |
|----------------------|------------------|
| Beaulieu, Vital L.,  | Madawaska.       |
| Cox, LeBaron,        | Woodstock, N. B. |
| Weston, Nathan,      | Hodgdon.         |
| Anderson, Joanna W., | Caribou.         |
| Annas, Minda A.,     | Caribou.         |
| Boynton, Olive,      | Mars Hill.       |
| Cooper, Ottie M.,    | Houlton.         |
| Cosseboom, May E.,   | Houlton.         |
| Deasy, Erin M.,      | Houlton.         |
| Ginn, Louise S.,     | Caribou.         |
| Hovey, Grace C.,     | Houlton.         |
| Kelso, Lydia J.,     | Linneus.         |
| Maxell, Ida P.,      | Orient.          |
| Moore, Eva M.,       | Hodgdon.         |
| Reed, Ella L.,       | Amity.           |
| Sanford, May E.,     | Ludlow.          |
| Taylor, Mabel M.,    | Hodgdon.         |
| Tobin, Hannah E.,    | Richmond, N. B.  |
| White, Mary E.,      | Ludlow.          |
| Wiggin, Carrie M.,   | Hodgdon.         |

## COMMERCIAL.

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|                        |               |
|------------------------|---------------|
| Atherton, Clarence H., | Hodgdon.      |
| Betts, Albion G.,      | Houlton.      |
| Bridges, Ansel H.,     | Easton.       |
| Brown, Leon A.,        | Haynesville.  |
| Chase, Edwin L.,       | Moro.         |
| Clough, Oscar L.,      | Houlton.      |
| Gary, Charles W.,      | Easton.       |
| Gould, Will N.,        | Caribou.      |
| Hoyt, Merle T.,        | Easton.       |
| Kneeland, Perley C.,   | Easton.       |
| Maxell, Leo A.,        | Orient.       |
| McIntosh, Edwin C.,    | Mars Hill.    |
| Noble, Harry G.,       | Blaine.       |
| Sprague, Harry C.,     | Easton.       |
| Trusty, Willie R.,     | Caribou.      |
| White, Frank S.,       | Easton.       |
|                        |               |
| Betts, Lottie O.,      | Houlton.      |
| Chase, Jennie O.,      | Moro.         |
| Meldrim, Alice S.,     | New Limerick. |
| Merritt, Susie W.,     | Houlton.      |
| McIntosh, Alberty D.,  | Mars Hill.    |
| Pearce, Fannie H.,     | Houlton.      |
| Pennington, Annie,     | Houlton.      |
| Wright, Emma F.,       | Houlton.      |
| Yerxa, Jennie V.,      | Houlton.      |

## Short-Hand and Type-Writing.

|                     |            |
|---------------------|------------|
| Gould, Will N.,     | Caribou.   |
| Johnson, Joseph M., | Westfield. |

|                     |           |
|---------------------|-----------|
| Trusty, Willie R.,  | Caribou.  |
| Felch, Mrs. L. M.,  | Houlton.  |
| Knowlen, Mattie E., | Masardis. |
| Merritt, Susie W.,  | Houlton.  |

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## UNCLASSIFIED.

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|                       |              |
|-----------------------|--------------|
| Deasy, James M.,      | Houlton.     |
| Foster, Burrill S.,   | Monticello.  |
| Hammond, Thomas T.,   | Van Buren.   |
| Hardy, John,          | Houlton.     |
| Kelso, Horace B.,     | Linneus.     |
| Lindsey, Fred A.,     | Merrill.     |
| Whitcomb, Beecher D., | Easton.      |
| White, Fred S.,       | Hodgdon.     |
| Benn, Jessie E.,      | Hodgdon.     |
| Collins, Katie E.,    | Cary.        |
| Daggett, Kittie E.,   | Hodgdon.     |
| Dearborn, Elsie M.,   | Bradford.    |
| Estabrook, Eunice C., | Hodgdon.     |
| Foster, Myrtie B.,    | Monticello.  |
| Hovey, Asenath E.,    | Ludlow.      |
| Noble, Alda A.,       | Blaine.      |
| Putnam, Isa J.,       | Houlton.     |
| Reed, Lalia A.,       | Cary.        |
| Smith, Hattie M.,     | Bridgewater. |

PREPARATORY.

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|                      |             |
|----------------------|-------------|
| Clough, Guy W.,      | Houlton.    |
| Daggett, Miles C.,   | Smyrna.     |
| Eaton, Leonard,      | Houlton.    |
| Foss, Willie E.,     | Houlton.    |
| Glidden, William H., | Houlton.    |
| Hammond, Robert W.,  | Van Buren.  |
| Houlton, James W.,   | Houlton.    |
| Johnson, Joseph M.,  | Westfield.  |
| Rideout, Percy L.,   | Houlton.    |
| Rollins, Murtie S.,  | Orient.     |
| Rush, John T.,       | Monticello. |
| Stone, Bryant,       | Houlton.    |
| Brannen, Geneva,     | Houlton.    |
| London, Maud A.,     | Hodgdon.    |
| Rhoda, Lillian A.,   | Hodgdon.    |
| Thompson, Elmeda E., | Ludlow.     |
| Vickery, Mae,        | Red Beach.  |

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MODEL SCHOOL.

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|                  |                   |
|------------------|-------------------|
| Adams, Leland.   | Pierce, Leonard.  |
| Dunn, Georgie.   | Powers, Elisha.   |
| Lovejoy, Albert. | Richards, Halsie. |
| McKay, Murdock.  | Wilson, Fremont.  |

|                  |                   |
|------------------|-------------------|
| DeGrass, Ruth.   | Nickerson, Fay.   |
| Dunn, Deborah.   | Pearce, Evelyn.   |
| Felch, Pansy.    | Pierce, Mollie.   |
| French, Alice.   | Powers, Hortense. |
| Herrick, Laura.  | Putnam, Alice.    |
| Merritt, Nellie. | Tenney, Ada.      |
| Merritt, Sadie.  | Titcomb, May.     |
| Millar, Bessie.  | Watson, Pansy.    |
| Wilson, Elaine.  |                   |

## SUMMARY.

|                                        |       |
|----------------------------------------|-------|
| Graduates, Class of 1892, . . . . .    | 12    |
| College Course, . . . . .              | 48    |
| Academic Course, . . . . .             | 11    |
| English Course, . . . . .              | 49    |
| Normal Course, . . . . .               | 34    |
| Commercial Course, . . . . .           | 25    |
| Short-hand and Type-writing, . . . . . | 6     |
| Unclassified, . . . . .                | 19    |
| Preparatory, . . . . .                 | 17    |
| Model School, . . . . .                | 25    |
|                                        | <hr/> |
|                                        | 246   |
| Number in two courses, . . . . .       | 4     |
|                                        | <hr/> |
| Whole number of students, . . . . .    | 242   |

## Exclusive of Model School:

|                         |     |
|-------------------------|-----|
| Young Men, . . . . .    | 97  |
| Young Ladies, . . . . . | 120 |

## ATTENDANCE BY TERMS.

|                            |     | Model School. |
|----------------------------|-----|---------------|
| Winter, 1891-92, . . . . . | 130 | 14            |
| Spring, . . . . .          | 105 | 18            |
| Fall, . . . . .            | 143 | 18            |
| Average, . . . . .         | 126 | 17            |

## AVERAGE ATTENDANCE SINCE 1886.

| 1886 | 1887 | 1888 | 1889 | 1890 | 1891 | 1892 |
|------|------|------|------|------|------|------|
| 68   | 78   | 79   | 82   | 89   | 101  | 126  |

TEXT-BOOKS.

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LATIN.—Harkness's Grammar, Jones's Reader, Collar's Latin Composition, Harkness's Cæsar, Harkness's and Allen and Greenough's Cicero, Frieze's and Greenough's Vergil, Chase and Stuart's Ovid.

GREEK.—Hadley and Allen's Grammar, Boise and Pattengill's First Lessons, Boise's Five Books of Anabasis, Boise's Three Books of Iliad.

FRENCH.—Keetel's Elementary Grammar, Fasquell's Grammar, Worman's Modern Languages, Chardenal's Idioms, Saint Germaine, Racine's Tragedies, Translations from English into French.

ENGLISH.—Swinton's Grammar and Composition, Lockwood's Lessons in English, Swinton's English Literature, Harper's Geography, Barnes's United States History, Montgomery's English History.

MATHEMATICS.—Greenleaf's Complete Arithmetic, Well's Algebra, Wentworth's Geometry, Williams and Roger's Book-Keeping.

SCIENCES.—Gage's Introduction to Physical Science, Hutchinson's Physiology, LeConte's Compend of Geology, Gray's Botany, Young's Civil Government, Sharpless and Phillip's Astronomy, Cornell's Physical Geography.

PEDAGOGICS.—Raub's School Organization, Raub's Methods of Teaching, Payne's History of Pedagogy, Currie's Early Education.

## Courses of Study.

| PREPARATORY YEAR. |                                                   | FIRST YEAR.                                                                       |                                                                                   |                                                                                         |                                                                                                               |
|-------------------|---------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
|                   |                                                   | COLLEGE COURSE.                                                                   | ACADEMIC COURSE.                                                                  | ENGLISH AND SCIENTIFIC COURSE.                                                          | NORMAL COURSE.                                                                                                |
| FALL TERM.        | Arithmetic.<br>Grammar.<br>Geography.             | Algebra.<br>American Authors.<br>Latin Grammar and Reader.                        | Algebra.<br>American Authors.<br>Latin Grammar and Reader.                        | Algebra.<br>American Authors.<br>Physical Geography.                                    | Algebra.<br>American Authors.<br>Physical Geography.<br>School Management.                                    |
| WINTER TERM.      | Arithmetic.<br>Grammar.<br>United States History. | Algebra.<br>American Authors.<br>Latin Grammar and Reader.<br>Botany (half term). | Algebra.<br>American Authors.<br>Latin Grammar and Reader.<br>Botany (half term). | Algebra.<br>American Authors.<br>Physical Geography (half term).<br>Botany (half term). | Algebra.<br>American Authors.<br>Physical Geography (half term).<br>Botany (half term).<br>School Management. |
| SPRING TERM.      | Arithmetic.<br>Grammar.<br>United States History. | Algebra.<br>Latin Grammar and Reader.<br>Botany.                                  | Algebra.<br>Latin Grammar and Reader.<br>Botany.                                  | Algebra.<br>Physiology.<br>Botany.                                                      | Algebra.<br>Physiology.<br>Botany.<br>Early Education.                                                        |

Elocution first two terms.

Courses of Study.—Second Year.

| TERM.        | COLLEGE COURSE.                                      | ACADEMIC COURSE.                                                                                        | ENGLISH AND SCIENTIFIC COURSE.                                                                                 | NORMAL COURSE.                                                                                             |
|--------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| FALL TERM.   | Physics.<br>Cæsar.<br>Greek Grammar and Reader.      | Physics.<br>Cæsar.<br>English History or French.                                                        | Physics.<br>Book-Keeping.<br>English History or French.                                                        | Physics.<br>Book-Keeping.<br>Rhetoric.<br>Methods of Teaching.                                             |
| WINTER TERM. | Physics.<br>Cæsar.<br>Greek Grammar and Reader.      | Physics.<br>Cæsar.<br>English History<br>(half term), } or French.<br>Natural History<br>(half term), } | Physics.<br>Book-Keeping.<br>English History<br>(half term), } or French.<br>Natural History<br>(half term), } | Physics.<br>Book-Keeping.<br>Rhetoric (half term).<br>Natural History (half term).<br>Methods of Teaching. |
| SPRING TERM. | Elementary Geometry.<br>Cæsar and Ovid.<br>Anabasis. | Elementary Geometry.<br>Cæsar and Ovid.<br>Natural History or French.                                   | Elementary Geometry.<br>U. S. History.<br>Natural History or French.                                           | Elementary Geometry.<br>U. S. History.<br>Methods of Teaching and<br>School Law.                           |

## Courses of Study.—Third Year.

| TERM.        | COLLEGE COURSE.                                                                                                | ACADEMIC COURSE.                                                                                                          | ENGLISH AND SCIENTIFIC COURSE.                                                                                                                  | NORMAL COURSE.                                                                                                                                                                                                   |
|--------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FALL TERM.   | Arithmetic Review.<br>Rhetoric.<br>Ovid.<br>Anabasis.                                                          | Arithmetic Review.<br>Rhetoric.<br>Ovid.<br>Astronomy or French.                                                          | Arithmetic Review.<br>Rhetoric.<br>Astronomy or French.                                                                                         | Arithmetic Review.<br>Geometry.<br>Astronomy.<br>History of Pedagogy.                                                                                                                                            |
| WINTER TERM. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Cicero.<br>Anabasis. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Cicero.<br>Chemistry or French. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Rhetoric (half term).<br>Civil Government (half term).<br>Chemistry or French. | Arithmetic Review (half term).<br>Algebra Review (half term).<br>Geometry (half term).<br>Civil Government (half term).<br>Chemistry.<br>History of Pedagogy (half term).<br>Observation of Methods (half term). |
| SPRING TERM. | Algebra Review.<br>Cicero.<br>Anabasis and Greek Selections.                                                   | Algebra Review.<br>Cicero.<br>Chemistry or French.                                                                        | Algebra Review.<br>Civil Government.<br>Chemistry or French.                                                                                    | Algebra Review.<br>Civil Government.<br>Chemistry.<br>General History.<br>Model School Work.                                                                                                                     |

Drawing in Normal Course.

## Courses of Study.—Fourth Year.

| TERM.        | COLLEGE COURSE.                                                 | ACADEMIC COURSE.                                         | ENGLISH COURSE.                                            |
|--------------|-----------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------|
| FALL TERM.   | Geometry.<br>Vergil.<br>Iliad.                                  | Geometry.<br>Vergil.<br>Psychology.                      | Geometry.<br>Geology.<br>Psychology.                       |
| WINTER TERM. | Geometry.<br>Vergil.<br>Iliad.                                  | Geometry.<br>Vergil.<br>Psychology.                      | Geometry.<br>Geology.<br>Psychology.                       |
| SPRING TERM. | Review of English Branches.<br>Latin Reviews.<br>Greek Reviews. | Review of English Branches.<br>Latin Reviews.<br>Ethics. | Review of English Branches.<br>General History.<br>Ethics. |

Spelling and Rhetorical Exercises throughout the courses.

# RICKER CLASSICAL INSTITUTE.

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This institution was established in 1848, and for nearly forty years was known as Houlton Academy. In 1887 its name was changed to Ricker Classical Institute, in honor of Rev. Joseph Ricker, D.D., a warm friend and generous benefactor, to whom the institution is largely indebted for its growth and prosperity. It is located at Houlton, Me., a wide-awake New England town of about four thousand inhabitants, situated in Aroostook County and accessible by the New Brunswick Railroad. The school buildings are in the center of the town, upon high ground, commanding a wide view over a fertile country. With a permanent endowment of \$30,000, a corps of excellent teachers, five well arranged courses of study, and finely equipped buildings, this school offers facilities for gaining an academic education unsurpassed by any in the State.

## PURPOSE.

The purpose of this school is, primarily, to fit young men and women for college. For this purpose it has been endowed, and its instructors will use every effort to persuade students to enter the college course, believing that a preparation for a life of usefulness in any calling can be obtained in no better way than by a college training. But, while emphasizing the college preparatory department, the school also aims to meet the demands of those whose education must be limited to an academic course, or who wish to fit themselves for teachers or for a business life.

## COURSES.

There are five courses of study; namely, a College Preparatory, an English and Scientific, and an Academic Course of four years each, a Normal Course of three years, and a Commercial Course which may be completed as quickly as the student is able to do the work.

The College Course includes not only the Greek, Latin, and Mathematics required for admission to college, but also such English branches as lie at the foundation of correct writing and speaking.

The English and Scientific Course, as its name implies, embraces the sciences and English branches, although, as will be seen, French may be substituted for one study during two years.

The Academic Course is designed more especially for young ladies who wish to study Latin, but do not have a college education in view. During two years French may be substituted for the English branch designated in the course.

#### NORMAL DEPARTMENT.

The Normal Course, introduced at the beginning of the fall term, 1889, is now firmly established as an important part of the Institute. It is supported by the State, and is under the supervision of the State Superintendent.

The two things necessary to make successful teachers are: first, accurate and comprehensive knowledge of the subject taught, and, second, skill to impart this knowledge to others. One who knows the whole of a subject will teach any part of it better than one who merely knows that part. The course is three years in length, and includes essentially the same work as is done in the State normal schools. Included in this department is the Model School, to which a limited number of scholars of the primary and intermediate grades are admitted. Those completing the Normal Course are required to study the theory of teaching, after which they must put their knowledge to practical test by actual teaching in the Model School, under the supervision of competent teachers. "The way to learn to do a thing is to do it."

School supervisors, desiring to employ teachers, are invited to correspond with the principal of this department, who will recommend only those who are prepared to teach in the position to be filled.

#### BUSINESS DEPARTMENT.

It is the design of this department to give young men and young women a complete, practical, and thorough course of

business training at the lowest possible rates. Its association with other departments of the Institute will offer many advantages which other commercial schools can not provide.

Each student receives individual instruction suited to his own particular wants, thereby enabling him to proceed in his course as rapidly as his own ability and application will permit. By this plan, none are held in restraint by those less advanced or less inclined to improve their opportunities.

*Work in Other Departments.*—Students taking the regular Commercial Course are allowed to take one study in any of the other departments free of charge.

*Course of Study.*—The course of study includes Book-Keeping in all its branches, Penmanship, Commercial Law, Commercial Arithmetic, Business Correspondence, Business Forms, Business Practice, Banking, Type-writing, and Short-hand.

*Book-Keeping.*—Book-Keeping is the foundation of a commercial education, and hence is given due importance in our system. The work is divided into two departments, Theoretical and Business Practice.

*Theoretical.*—In this department Arithmetic, Penmanship, Commercial Law, business correspondence and paper are made to keep pace with the Book-Keeping, so that the pupil, upon completion of that study, has also completed all the others. This renders his attainments in each stage of the work uniform and systematic.

*Business Practice.*—In this department the student is given the necessary blanks, business documents, stationery, and college currency, and is directed through a course of transactions, correspondence, and records, as thorough and complete as can be prepared for such a drill. This necessitates the drawing of all kinds of business documents, such as orders, advertisements, business letters, notes, drafts, checks, deposit tickets, leases, deeds, mortgages, copartnership articles, etc.

*College Bank.*—This sustains the same relations to the pupil engaged in business practice that regular banks sustain to the residents of a community in which they are situated. It receives their deposits, pays their checks, collects their notes and drafts,

sells domestic and foreign exchange, deals in stocks and bonds, issues certificates of deposits, etc.

After completing the business practice the pupil takes a complete banking set, introducing all books and transactions used and entered into in our national banks.

*Business Arithmetic.*—Work in this study is thorough and practical, differing widely from ordinary instruction in this study. It is taught from the business man's standpoint. Only the shortest and most approved methods are used, while the text-book is largely discarded. In fact, it is the aim of the entire course to develop independent thinkers, to encourage and not discourage self-reliance.

*Commercial Law.*—The topics of special attention are contracts, negotiable paper, partnership, corporations, liens, agency, and real property. No feature of the whole course is made more practical and usable.

*Penmanship.*—Instruction in business penmanship is given free of extra charge to all students in the business department during the full course. Students from any other department are admitted to the penmanship class upon payment of a fixed tuition. It is the aim to teach a neat, plain, rapid business hand, entirely devoid of all flourishes, just such a hand as every business man admires. Muscular movement will be taught. The class is in charge of a special teacher.

Card and ornamental pen-work will be executed at reasonable rates.

*Short-Hand and Type-Writing.*—The demand for short-hand writers in the business world is growing more pronounced every year. Business men have learned that correspondence that formerly consumed the day may now be disposed of in a few minutes. This has made a demand for capable stenographers and type-writers, and the demand will increase. To make a successful stenographer one ought to be, at least, a thorough English scholar, accurate in spelling, punctuation, capitalization, etc.

The Graham System of Stenography is taught, and the Smith-Premier Type-writer is used. A special teacher has charge of this department.

**GENERAL INFORMATION.**

1. All books, papers, blanks and forms, are supplied by the Principal.
2. The estimated cost of the full course for board, tuition, and books is less than \$100.00.
3. Students in this department have all the general privileges of the Institute, such as access to the library, reading-room, literary association, etc.
4. They are under the same rules and regulations as regards deportment and discipline as those in the literary departments.
5. Students may enter for a two-weeks trial, free.

For further information address the principal of the Commercial Department.

**ADMISSION.**

To enter any course, one must pass a satisfactory examination upon Grammar, Arithmetic, Geography, United States History, Elementary Physiology, Reading, and Spelling. Students of lower attainments may enter the preparatory year.

Those who are to attend the school for more than a term will find it to their profit to enter one of the courses. The studies follow each other in the natural order during the year, and they are so arranged as to give the greatest variety of mental discipline each term. For those, however, who can attend only at irregular intervals, arrangements will be made, so far as expedient, to take any study included in the curriculum. A reference to the different courses of study will show that a good variety is offered each term.

In order to enter advanced classes and receive the diploma of the school, students must pass an examination upon the previous work of the course, or give certificates of satisfactory work done in other schools of equal grade.

Particular attention is called to the fact that classes in Ancient and Modern Languages are formed at the beginning of the fall term only. Those entering these classes later must be prepared upon the work gone over by the class.

**ATTENDANCE.**

Punctuality is one of the prime requisites of success in any undertaking, and it is insisted upon in this school. Students

are required to be punctual and regular in their attendance upon all school exercises, and satisfactory excuses must be given for each absence or tardiness.

#### PUBLIC WORSHIP.

All non-resident students are required to attend the day service at some place of public worship on the Sabbath, each student, or his parents or guardian, selecting any one of the places of worship in the village. Excuses are required for all failures to comply with this rule. There are brief religious exercises each morning at the opening of the school.

Once a week, at the close of the afternoon session, a school prayer-meeting is held, to which all are welcome.

#### DISCIPLINE AND DEPORTMENT.

It is assumed that students know what proper conduct is, and upon this assumption the government of the school is based. In any case requiring discipline, appeal is first made to the manhood or womanhood of the offender—the aim always being to teach the student a proper self-respect and self-restraint.

The sentiment of this school is against anything low or “tricky,” and in sympathy with what is honest, upright, and manly. While this spirit can be fostered there is but little need of a long code of rules.

It is supposed that students boarding in town, away from their homes, are here for the purpose of study, and all such are under the authority of the Principal at all times, and will be required to observe regular study hours in their rooms, on every evening except Friday and Sunday. Frequenting places of questionable character is strictly forbidden.

No student who willfully and persistently disregards any of the regulations of the school, who is profane or intemperate, or whose influence is otherwise pernicious, will be allowed to remain in the school.

#### LITERARY SOCIETY.

The Philomusians, a society organized by the young ladies and gentlemen, has for its aim the promotion of an interest in

music, literature, debate, and social culture. It meets in the school-room once in two weeks, at which time a well-arranged literary and musical programme is carried out. There is also a Young Men's Debating Club, which meets once a week.

#### BUILDINGS.

Wording Hall is made of brick and freestone, is modern in architecture, and is furnished with the most modern appliances. It is constructed upon hygienic principles, and with every provision for the comfort and convenience of pupils. It contains twenty rooms for various purposes, and is fully adequate to the needs of the school.

A large hall, with a seating capacity of five hundred, adds much to the value of this building. Here the anniversary and other public exercises are held, the scholars meet in occasional social gatherings, and the whole school assembles once a day for calisthenic drill.

There is also a well-equipped dormitory for the use of teachers and pupils. We feel that the school can now recommend itself to the confidence of the most thoughtful parent. Whereas, formerly, pupils have been obliged to board among strangers, often at so great a distance from the school that attendance was impossible on stormy days, and have been so scattered that the teachers could not have so much care for their physical and social comfort as they might wish; the dormitory, only a dozen rods from the Institute, is now a convenient home for students, where they may associate with their teachers and schoolmates.

The dormitory contains forty rooms, including those occupied by the Principal and other teachers, a kitchen, dining-room, students' parlor, and twenty rooms for students' private use. There are three bath-rooms always heated and supplied with hot and cold water. The building is heated throughout by steam. Every room in the building is light, airy, and sunny, and in every respect convenient and pleasant. No effort will be spared by the teachers to care for the comfort and health of those who come under their charge.

**LIBRARY AND READING-ROOM.**

The library and reading-room afford much real aid to students. That they may become still more valuable, contributions of books, periodicals, and money are earnestly requested.

**APPARATUS.**

The laboratory, already well supplied with chemicals and apparatus, receives additions each year. So far as possible, classes in physics and chemistry perform experiments for themselves, thus acquiring more correct knowledge of scientific principles and confidence in handling apparatus.

**PUBLIC EXHIBITIONS.**

There will be public exercises of the school in reading, declamation, and music on the last Thursday evening of the fall and winter terms. The graduating exercises will occur on the last Thursday of the spring term, when original addresses will be required from all students receiving a diploma.

**EXAMINATIONS.**

There will be public examinations (written and oral), in the presence of the Examining Committee, at the end of the fall term; examinations by the Local Examining Committee at the close of the winter term, and a special examination of the graduating class at the close of the spring term. There will also be written examinations in the middle of each term. No student will be excused from these examinations except for the best reasons, and all thus excused will be required to pass examinations before continuing in the course of study, or receiving the diploma of the school. All students must make up and pass examinations upon lessons not recited by reason of absence, or they will be marked zero upon the lessons lost. The standing of each student is sent to the parent or guardian at the close of the term.

**GRADUATION.**

Young gentlemen and ladies who have completed any course and have passed a satisfactory examination will be ranked in the first, second, or third grade, according to their average

standing during their course, and will receive the diploma of the Institute, certifying to these facts. In case the student's deportment has not been satisfactory or an average rank in scholarship of at least sixty per cent. has not been obtained, the diploma will not be conferred.

#### ADMISSION TO COLBY UNIVERSITY.

Graduates from the College Course will be admitted to Colby University without further examination, on the certificate of the Principal that they have completed the course and have maintained an average scholarship of at least seventy per cent. in each study, provided that the said certificate shall be granted with the approval of the faculty of the college, a committee of whom shall attend the examinations of the Institute.

#### TUITION AND BOARD.

|                                                |                   |
|------------------------------------------------|-------------------|
| English Branches, at the rate of . . . .       | \$0.50 per week.  |
| Languages, at the rate of . . . . .            | .60 " "           |
| Business Course, full course scholarship,* . . | 30.00             |
| " " three months, . . . . .                    | 15.00             |
| Short-Hand and Type-Writing,                   |                   |
| one hour per day, . . . . .                    | \$10.00 per term. |
| Use of type-writer, one hour per day, . . . .  | 4.00 " "          |
| Penmanship, thirty lessons, . . . . .          | 2.00              |

No tuition is received for a less period than half a term. Attendance during any part of the first or second half-term will credit for the full half except in case of sickness. The tuition is payable in advance at the beginning and middle of each term. Each student is required to pay 10 cents per term to defray incidental expenses.

The "club" system of boarding has been adopted by the students at the Dormitory. By co-operation and careful management good board can be furnished at a very low cost. Thus far it has not exceeded \$1.75 per week, and a part of the time it has cost much less. Rooms warmed and furnished, are rented at prices varying from 50 to 75 cents per week, according to loca-

\*This will be honored any time within three years of its date.

tion. All of the rooms will accommodate two persons, and a few will accommodate three. Students will furnish their own towels, napkins, and bedding, except pillows and mattresses.

#### SCHOLARSHIP.

Hon. Chester W. Kingsley, of Cambridge, Mass., has paid \$500 to be used to found a scholarship in Ricker Classical Institute. The donor desires that the income be employed, so far as may be, "to assist poor young men who are seeking an education for the purpose of becoming Baptist ministers."

#### GIFTS.

We acknowledge, with gratitude, the following gifts:

A second gift of five hundred dollars has been received from the same benevolent lady who made a similar gift last year.

A portrait of James Russell Lowell has been presented by the American Authors class.

Rev. T. E. Busfield has given to the library several valuable volumes of the *Century Magazine*.

Mr. Francis Barnes has donated to the library fifteen copies of "Spauldingiana," and the plates with which the cuts were printed.

## CALENDAR FOR 1892-93.

1892.

December 27—Tuesday, Winter Term of twelve weeks begins.

1893.

February 22—Wednesday,

Washington's Birthday. No exercises.

March 16 and 17—Thursday and Friday,

Examinations. Term ends.

### VACATION OF TWO WEEKS.

April 3—Monday, Spring Term of twelve weeks begins.

April—Thursday, Fast Day. No exercises.

May 30—Tuesday, Memorial Day. No exercises.

June 18—Sunday Evening,

Annual Sermon before the Graduating Class.

June 20 and 21—Tuesday and Wednesday, Examinations.

June 22—Thursday, Annual Meeting of the Board of Trustees.

Afternoon, Exercises of Graduating  
Class. Term ends.

### VACATION OF TEN WEEKS.

September 4—Monday, Fall Term of fourteen weeks begins.

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